REPORT RESUMES

ED 012 602 JC 660 352

RELATIONSHIPS BETWEEN THE INFORMAL ORGANIZATION AND THE CURRICULUM IN SIX JUNIOR COLLEGES.

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PUB DATE 64

EDRS PRICE MF-$0.75 HC-$5.48 137P.

DESCRIPTORS- *JUNIOR COLLEGES, *CURRICULUM DEVELOPMENT, *CURRICULUM PLANNING, *ORGANIZATION, INFORMAL LEADERSHIP, INFORMAL ORGANIZATION,

THROUGH A QUESTIONNAIRE ADMINISTERED TO ALL FULL-TIME PROFESSIONAL AND SECRETARIAL STAFF MEMBERS IN SIX SOUTHWESTERN JUNIOR COLLEGES, THE AUTHORS DEVELOPED A DESIGN FOR ANALYZING INFLUENCE STRUCTURES AND APPLIED IT TO ANALYSIS OF INFLUENCE STRUCTURES IN CURRICULUM MATTERS AT THESE COLLEGES. FOUR DIMENSIONS ARE IDENTIFIED AS AUTHORITY, COMMUNICATIONS, RELIANCE, AND ATTRIBUTED INFLUENCE. ACADEMIC DEANS WERE FOUND TO BE THE MOST INFLUENTIAL MEMBERS, DEPARTMENT CHAIRMEN WERE IN VARIOUS POSITIONS IN DIFFERENT COLLEGES, AND THE PRESIDENT TENDED TO BE HIGH IN ATTRIBUTED INFLUENCE WHILE NOT AS HIGH IN THE OTHER DIMENSIONS. IT WAS NOTED THAT SOME ADMINISTRATORS WHOSE ASSIGNED DUTIES DID NOT INVOLVE CURRICULUM WERE VERY HIGHLY INFLUENTIAL. IT APPEARS THAT A STRONG INDIVIDUAL IN A CLERICAL POSITION COULD, THOUGH PROBABLY WOULD NOT, BECOME INFLUENTIAL. YEARS OF SERVICE ARE A FACTOR IN INFLUENCE, ESPECIALLY IN ATTRIBUTED INFLUENCE, THOUGH SOME LONG-TERM MEMBERS ARE OUT OF THE STRUCTURE COMPLETELY. ANY STAFF MEMBER WHO IS IN CONTACT WITH INFLUENTIALS IS HIMSELF POTENTIALLY INFLUENTIAL. COLLEGES WITH PLANNED GROUP WORK APPEAR TO DEVELOP STRONG NETWORKS IN RELIANCE AND COMMUNICATIONS, AND A WELL-DEVELOPED INFLUENCE STRUCTURE. (WO)

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Relationships Between the Informal Organization and the Curriculum in Six Junior Colleges

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The University of Texas

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AUSTIN, TEXAS : 1964

UNIVERSITY OF CALIF.
LOS ANGELES

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PREFACE

This monograph is the outgrowth of one of five studies of the informal organizations of seventeen community colleges and one four-year college through a statistical and sociometric analysis of the influence structures of selected institutions. These related dissertations were undertaken in order to provide a body of empirical data on the structure and functioning of the informal organization within such organizations. The studies were planned and completed under the direction and coordination of Clyde E. Blocker, Associate Professor of Educational Administration.

The successful administrator knows that intimate knowledge of his organization and the individuals who make up the staff is essential to the successful achievement of the goals of the organization. Further, he knows that one of his principle responsibilities is the stimulation of change within the college which will insure progressive adaptation and improvement of its educational programs. The methods used in this study might well be applied by administrators in their institutions as a tool with which they can better understand the dynamics of their colleges, and, as a result, stimulate more effective teaching and learning in the classroom.

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CHAPTER I

THE PROBLEM

The increasing pressures of student volume and multiplicity of curricular needs have magnified the difficulties of American institutions of higher education. Sanford states that:

> The crisis in higher education is chronic. The great problem today is not essentially different from what it has been for a long time. It is how to do better the things that the colleges were intended to do; how to realize more fully, despite pressures from without and divided councils within, the aim of developing the potentialities of each student (7:19).

The vehicle for developing these potentialities is the curriculum.

It is assumed by many that the faculty is the primary agent of curricular development. According to Diekhoff, "The planning of the whole education of the student is the responsibility of the whole faculty" (2:83). However, the expanding employment of full-time administrators has led to questions with regard to the proper role of the faculty. Knapp finds, "Another major trend that should certainly be noted, but which is more difficult to document or prove, is the decline of the college professor's influence in the management of affairs" (4: 247).

To meet effectively the challenge of the future, institutions of higher learning must gain a clear understanding of faculty society and its role in the development of the curriculum. There is at present a paucity of empirical evidence upon which any conclusions can be based.

Riesman and Jencks point out the need for more studies of "faculty culture," and that, "many of our misunderstandings have been based simply on the absence of any body of relevant information against which to check our observations and surmises" (6: 105).

Purpose of the Study

The purpose of this study was to develop an operational design, based on the findings of research in interpersonal behavior, for the analysis of the influence structure of school staffs; and to utilize this design in order to analyze the influence structures in curriculum matters of six Southwestern junior colleges.

Significance of the Study

Since 1950, there has been considerable attention directed to the study of interpersonal interaction. There have been numerous studies of perception, power, leadership, and communications. Typically they have been of two varieties: (1) those of small groups, of three to seven persons, interacting in a laboratory situation, and (2) those done by research teams, over long periods of time, using observational methods. These studies have added substantially to our understanding of the dynamics of interpersonal interaction. However, little has been done to adapt these findings for use in studying groups in working situations.

Festinger states that there is:

> ....a sound feeling that the development of basic research can be best properly steered in fruitful directions by always keeping in mind the eventual practicality and by continuing making possible practical implications as they emerge (3: 178).

It is important to convert the findings of research in interpersonal behavior into meaningful tools which can be put to use by the practitioner. For this reason this study attempted to develop an "operational" design, which could be applied in college situations without interference in the on-going processes of the college, and without excessive expense. The design was to be "operational" in the same sense as an experimental weapon is declared operational by the Army when it is placed in the arsenal of frontline units; that is when it works, is of reasonable cost, and can be used in normal operations.

The design was intended for use in answering questions regarding the school organization, for accumulating knowledge with regard to the dynamics of interpersonal interaction in college organizations, and for use by working administrators in gaining better understandings of their colleges.

The youthful junior college movement has been gaining momentum in the past-World War II years. It appears that the junior colleges will assume an expanding role in attending to the flood of youths seeking post-high school education. In addition, the burgeoning demands of industry for technically trained personnel and the increasing desire of Americans for "leisure education," press directly on the junior college.

At this time of rapid growth and massive demands by society, it seems necessary to efficient operations to gain insights into the human dynamics of the functioning of junior colleges. There is great stress on the need for the junior college to develop its image--that is, to develop a clear concept of what the junior college is. Since the curriculum and the faculty are focal elements in the scheme of things it would appear essential to ascertain their relationship. This study attempted to provide evidence concerning the interpersonal influences in curriculum matters within the staffs of six Southwestern junior colleges; both as a test for the research design, and to provide increased understanding of the staff societies of junior colleges.

Assumptions

The following assumptions were made as foundations for the logic of the study:

1. It is possible to isolate for study a college-staff-system, which is set within and interacting with a supra-system (the surrounding world).
2. It is possible to obtain from the members, through the use of a questionnaire, accurate perceptions of reality.
3. The respondents will be careful and thoughtful in replying to the questionnaire.
4. It is necessary to obtain replied to the questions from 100 per cent of the members in order to develop accurate data.
5. In order to secure accurate and complete replies to the questionnaires, a researcher must go to each campus and personally administer the instrument.
6. Part-time and custodial employees are not significantly influential in curriculum matters.
7. Indices of influence rooted in different bases cannot be meaningfully combined.

Assumption number 6 was based on the observations and surmises of the researchers and of other educators who were questioned on the matter. Assumption number 2 was based in the hope that with careful preparations the staffs of junior colleges would be thoughtful in their responses. The remaining assumptions are based on research evidence.

Hypotheses

An attempt was made to answer the following questions:

1. Can this method of analysis provide a useful was to study and better understand the relationship of the influence structure and curriculum matters in junior colleges?
2. Will a member's position in the formal organization be a factor in determining his influence upon the curriculum?
    a. Will department chairmen and academic deans be the most influential members in curriculum matters?
    b. Will presidents be high influentials in curriculum matters?
    c. Will all administrators be high influentials in curriculum matters?
    d. Will clerical personnel be influential in curriculum matters?
3. Will members employed three years or less be influentials?
4. Will there be a single major flow of communications on curriculum matters in each college?

Limitations of the Study

The following limitations of the study were recognized:

1. The design was tested only on Southwestern junior colleges.
2. The design was tested only with curriculum influence.
3. The junior colleges which participated in the study were not a scientifically selected sample.
4. A maximum staff size of 100 members was observed because of the limitations of the available

computer programs for the treatment of the data.

5. In one of the participating junior colleges, four members refused to reply to the questionnaires.

Procedures

The theoretical design, statistical methodology, development and validation of the instrument, and the computer program basic to this study may be found in Blocker, McCabe, and Prendergast (1).

Collection of the Data

The president of each of the participating junior colleges was contacted by telephone or mail in order to gain permission to conduct the study at that institution. A list of all the full-time professional and secretarial staff members with their department, sex, rank, and date of birth was requested. From this list, the "List of Personnel," a numbered list from which choices were to be made, was constructed. The original list was used to identify the questionnaires, as the same data was recorded on them. In this way it was not necessary for the respondents to sign the questionnaires. Arrangements were made for one or two of the researchers to go to the campus for one or two days (as was required) to administer the instrument. So that all administrations of the instrument would be consistent a set of Instructions for Administering the Instrument was written.

Four acceptable methods for administering the instrument were set down. In order of preference, the instructions for administering the instrument were:

1. Locate in a designated room or rooms during specified periods of one or two days requesting that each person stop by and fill out the questionnaire. Go to see each one of those persons who do not come during the specified

time and request that they fill out the questionnaire; return to collect each of these.

2. Set up small groups for the administration of the questionnaire. Go to see each of those persons who do not come during the specified time and request that they fill out the questionnaire; return to collect each of these.
3. Distribute the questionnaires and ask that they be returned to a specific place on completion (during the same day). Go to see each of those who do not return the questionnaire and request that they fill one out; return to collect each of these questionnaires.
4. Administer the questionnaire at a faculty meeting. Go to see each of those persons who were not present and request that they fill out the questionnaire; return to collect each of these.

An individual check was made of each person who had not completed a questionnaire. If it was necessary these persons were contacted on a second day at the college.

The following data and materials were also collected at the colleges:

1. From the catalogue or other available sources:
    a. A list of curriculums offered.
    b. A statement of philosophy and purposes of the college.
    c. The date of the establishment of the college.
    d. The academic preparation of the faculty.
2. Collected at the college where available:
    a. The 1962-63 enrollment.
    b. The 1962-63 student equivalents and how they were computed.

    c. Community data:
        1. The size of the community, major industries, and the economic level.
        2. The tax rate and tax base.
    d. Sources of revenue:
        1. Federal.
        2. State.
        3. Local.
        4. Tuition and fees.
        5. Grants.
        6. Other sources.
    e. Salary schedule--basis, type, and supplements.
    f. Fringe benefits--social security, insurance, retirement, and other supplements.
    g. The relation to the public schools and type of organization.
    h. The type of junior college district.
    i. The names of the members of the curriculum committee.
3. The following printed materials were collected:
    a. 6 catalogues, 3 student handbooks, and a copy of the budget.
    b. Salary schedules.
4. The following questions were asked in an interview with the president:
    a. Who is responsible for curriculum development?
    b. Is there a curriculum committee? What are its functions?
    c. Who approves additions to or deletions from the curriculum?
    d. Who approves courses of study?
    e. What is the formal organization?

The Participating Junior Colleges

The participating junior colleges were six of the larger public junior colleges in the Southwest. The number of members of the college staffs were 33, 45, 65, 74, and 75. The enrollments varied from less than 600 to over 1,500. One was in a large city; the other five were in small cities and towns. Four had their own Board of Trustees, while two were part of the public school system.

CHAPTER II

CURRICULAR CHANGE AND INFLUENCE

There has been little research conducted with the staffs of institutions of higher learning. There has been even less investigation into the changes in curricular areas and the influences, within and without the college, that bring these changes about. Little is known of the ways influence enters a college curriculum and the channels employed to bring this change about.

This paucity of research in the curricular areas has long been noted by writers in the field and by research workers generally. Most of the studies explore basic issues in terms of philosophical concepts and principles. There is little quantitative evidence at any educational level available for conclusions (5). Walter W. Cook states that the studies that have been done on curricular problems tend to be "piece-meal, specialized, repetitive, and prosaic. . . lacking in pertinence and philosophic background" (5: 224).

Curriculum development seems to imply change: Curriculums cannot be static or unchanging. The increasing speed with which new knowledge is emerging in every area of human thought and endeavor compels change in the curricular areas (9). It is easy to point out the rapidity with which the objective aspects of our culture change and the slowness with which the adaptive phases (such as curriculum) follow suit.

Change may represent a threat to long-established values, and such a setting is potentially one of conflict and dissension. The dynamics of change have caused some professional educators to choose deliberately an attitude of restraint and inactivity on curriculum issues, preferring this to the above-mentioned elements with possible resulting conflict. This brand of professional inertia provides much of the curriculum lag in schools and colleges today (12: 3-16).

There seems to have been a tendency to look upon curricular change as a relatively simple matter. A great deal of attention has been given to changes that various groups and individuals believed should be made, but consideration has often ceased at that point. If it is decided that a particular change is desirable, then the assumption seems to be that the main problem is solved (2).

Kenneth D. Benne states: "Questions about the nature of change, the technology of change, the ethics of change, and the methodology of change are being asked widely by teachers, administrators, and lay teachers today" (1: viii). What materials are available to help them answer these questions? Our society is still so unused to examining the process of change that most writers still refer to symptoms rather than to underlying causes. We tend to forget that a "curriculum change has not actually occurred until it has been registered in the mind, hearts, and habits of people" (19: 189).

The increase in research in various fields related to education has brought about an acceleration of the rate of change, e.g., studies of needs, studies of individual differences, studies of group processes, studies of child growth and development, and studies of social structure. Yet, the problem of curriculum change has not been generally seen as a problem of changing the human relationship structure of the college, seen and analyzed as a social system (1).

Virgil E. Herrick states:

> Curriculum is always, from one point of view, a social system including a teacher and students as its central focus and the social structure and the personnel of the school and community contributing to it. From this point of view school learning comes as the result of human interaction taking place in the physical, social, and emotional environment of the school (14: 69).

Any attempt to bring about a change in the curriculum will be initiated, in the beginning stages, by some individual or group (16: 144-154). An educational leader who is to plan changes strategically must find some way of mapping and estimating the strength of "all" forces supporting and "all" forces resisting a given change in the educational institution. The strategy of such a leader becomes a process of planning steps to increase supporting forces and to reduce resisting forces in the light of such a mapping of the change situation. He will need to know who the leaders, pro and con, are likely to be in any particular change.

It seems that little is known about achieving effective interpersonal relations within the faculty of a collegiate institution. Leadership that can recognize and take account of the dynamics of individual and group motivations will be much more successful than a kind of leadership that lacks capacity to understand or utilize these factors (12: 3-16).

The curriculum program of many colleges is highly decentralized with a high degree of authority and responsibility retained in the teaching departments. As these individual units are the main organization centers for curriculum improvement, adequate channels of communication must be established with other units and with the central administration.

John W. Gustad comments:

> One reason for poor communication is that there is a mistaken identification between the formal structure of the institution--the one that can be drawn with little boxes and arrows--and the active effective structure. There is beginning to be developed a body of research on power structure, but few administrators are familiar with it. Worse, since each institution has its own and constantly changing power structure, no one knows how to assess the structure prevailing in an institution at any one time. Small wonder, that even the best intentioned attempts to develop effective communication go awry regularly (11: 139).

John J. Goodlad notes that theoretical constructs are needed from which research studies may be derived to demonstrate how values and expectations of individuals and groups find their ways through various channels of communication and political structure to influence the curriculum (10: 185-198). How institutional curriculum decisions are influenced and made is a provocative question for research.

A careful search of the literature has failed to uncover studies which have attempted to ascertain the influence or power structure for curriculum change within institutions of higher learning. Conferences with some of the leading authorities in this area, e.g., Dr. J.W. Reynolds, Dr. C. C. Colvert, and Dr. J. G. Umstattd, have confirmed the lack of information in this area. Further confirmation was received by corresponding with The American Association of Colleges for Teacher Education, the Association for Supervision and Curriculum Development, and _The Journal of Higher Education_.

Leadership in curriculum improvement is usually entrusted to academic deans and apparently receives limited attention in most colleges. Few presidents and boards seem to regard budget-planning, staff policies, and building programs as primary means of improving the quality of the educational program (17).

The faculty usually has some prime responsibility for the curriculum in many institutions although major changes in the educational program must ordinarily be approved by the governing board. Few college staffs seem to be organized for this task, which may explain why the curriculum is often shaped more by internal pressures and external influences than by basic educational considerations (13). Beardsley Ruml states "too often the importance of a course to the curriculum is determined by departmental voting strength in faculty meetings" (20: 8).

More actions pertaining to the curriculum are initiated at the departmental level as proposals for modification, additions, or deletions in course offerings, and these are usually accepted by the college faculty. The department functions as "gate-keeper" in curriculum expansion but rarely undertakes any systematic review of its programs (7).

The American Association of University Professors is currently concerned about the loss of control of the curriculum by the faculty (8). Contrariwise, Horn (80) feels that certain controls over the faculty are imperative. He does not question faculty control over the content of a specific course of studies but states that the number of classes and their sizes must be controlled as they relate directly to operating costs. He declares that curriculum leadership can best be provided by the president as he can more clearly appraise an institution's strengths and weaknesses, and can balance genuine needs against departmental empire building. He also can defend the faculty against unwise external pressures.

A great many forces, within and without the college, have helped to shape policies and practices regarding the curriculum. These range from Sputnik to the revolution in mass communication media, and from philosophies to theories of what should be taught to internal politics of the academic community, which often determine which program will be adopted. The curriculum seems, in a sense, a kind of social barometer reflecting, though often with a great lag, significant pressures in international, national, and social affairs.

Dan W. Dodson has reviewed the effect of explosive population growth and mobility, mounting tensions in social and international relations, the cold war, and striking technological and industrial advances on educational programs. He helps to explain why changes in college programs seem to depend more on societal factors than on research findings (6: 262-269).

There is a vast array of literature available which assays the influences upon the curriculum. Most of this is opinions and commentaries without actual proof. Sometimes the literature is in disagreement, e.g., the influence of the federal government. Many of the lists of influences are logical, but nowhere was found a study that went to the members of a college staff and gained their perceptions of influence upon the curriculum. Colvert did question private and public junior college administrators as to their perceptions of the impinging of certain external influences upon curriculums (3;34).

An example of the lists of influences is that of MacKenzie (18: 72-74). He divides influences into four major groups: individuals and organizations, legal agencies, educationists and educators, and students.

In the individuals and organizations group would be found men such as Arthur Bestor, Alfred Adler, Frederick Mayer, and Admiral Hyman Rickover. The organizations would include foundations such as the Ford Foundation which has emphasized reorganizing the teaching profession and educational television, and The Carnegie Foundation which financed much of James B. Conant's work on the high school, junior high school, slums, and suburbs. Other groups would be textbook publishers, test makers, and producers of programmed instruction, computers, language labs, and other educational materials. Still other groups would be the P.T.A.'s, Chambers of Commerce, labor unions, and tax and real estate organizations.

Legal agencies would be the state departments of education, legislatures, and local boards of education. The national government with its National Defense Education Act, National Science Foundation, National Institute of Mental Health, integration policies, and physical fitness programs, all exert enormous influence upon the curriculum.

The various professional educational organizations, accrediting associations, and teacher education institutions all impinge on the curriculum.

In addition, the students with their varied abilities, backgrounds, and needs are exerting more and more influence upon the curricular offerings.

MacKenzie (18) then looks at influences in a slightly different way. He refers to them as curriculum determinants. He states:

> An administrator, a supervisor, a board of education, a parent, or a federal government who would influence the curriculum must influence the teacher. . . teachers are usually indicated as the most important curriculum determinant (18: 78).

He then lists students as the second most important curriculum determinant. The list continues with content, influenced by national committees, textbooks, and consultants; methods, influenced by instructional materials, press attacks, and differences in individual teachers; *materials*, influenced by the provision of one text instead of another, lab supplies or no lab supplies, and various sources of free and inexpensive materials; *facilities and equipment*, influenced by the provision of science labs, language labs, TV, and swimming pools; *time*, that is how much of the school day is devoted to particular subjects; *organization*, whether the subject is taught on a day to day, year to year, or a particular day basis; *testing and assessment*, controlled by teachers, national testing programs, college-entrance provisions, scholarships, employers, and other groups.

Lists such as these could go on, *ad infinitum*, but these should suffice as exemplary of the many that have been compiled.

Curriculum development, whether on a planned or unplanned basis, comes about as a result of the influence of a variety of sources which may be external or internal to a particular college or school system. The total social context at a particular time is also a significant, overarching consideration in the success of sources and of the means of influence they employ. Colleges are as apt to be swayed by public hysteria, and by unsound but powerfully-backed proposals, as are other schools.

There is an apparent need for research that will point toward a *strategy of change* and a *climate for change* in the area of curriculum development at all educational levels.

CHAPTER III

PRESENTATION OF THE DATA

The data are presented in this chapter. Each college is treated separately, and the data are put forth in the following order: (1) descriptive data concerning the community, the college, and the staff; (2) the authority dimension; (3) the communications dimension; (4)the reliance dimension; (5) the attributed influence dimension; and (6) a summary of data concerning particularly influential individuals. The data involve influences in curriculum affairs only. The colleges which were used in this study were not numbered consecutively, but retained the numbers originally assigned when the data were collected. This was done to allow cross-reference of the related studies. The number assigned any college was used wherever that college was treated in any of the studies.

College 2

The Community

College 2 was located in a town of approximately 5,000 inhabitants. It was an agricultural community with the production of grains and cotton having been the major sources of income. Livestock was also important to this community. The population had remained relatively stable, which is unusual for a rural community. The median income per family unit was about the average for the Southwest. The median school years completed by the adults of the community was less than 9 years. Only 1 of 4 had completed high school.

The College

College 2 had been in operation for over 15 years. It was a public junior college with a seven-member elected Board of Trustees. It was independent of the public school system.

The College had three types of curricular offerings: (1) college transfer; (2) terminal-vocational; and (3) adult, or avocational. There were over 1,000 students in attendance.

The Staff

The staff was comprised of 67 full-time members. There were 51 instructors, 6 administrators, 5 clerical personnel, 3 librarians, 1 cafeteria director, and 1 bookstore manager--a total of 60 professional and 7 non-professional personnel. Of the professional personnel, 25 were women, of whom 13 were over 50 and 6 under 30 years of age. Thirty-five of the professional personnel were men, of whom 6 were over 50 and 6 under 30 years of age. Twenty-one of the 60 professionals had been with the college for more than 10 years; 10 had been on the original staff. Nineteen of the professionals had been at the college for less than 3 years; 9 were in their first year.

The Authority Dimension

The President, member 30, had been assigned responsibility for the development and direction of the curriculum by the Board of Trustees, who were elected by the voters of the junior college district (the formal organizational chart is shown in Figure 1). The President had delegated to the Dean-Registrar, member 29, responsibility for curriculum development and for dealing with the faculty in curriculum matters. The

Dean-Registrar occupied a line position between the President and the faculty. He had as a staff assistant, the Assistant Registrar, member 64, who held no line authority and whose duties were those primarily associated with a registrar's position; he had no responsibilities related to the curriculum. There were no department chairmen, and all curriculum matters were taken up by the members of the departments directly with the Dean-Registrar.

There were seven persons in staff positions who reported directly to the President, and whose duties did not involve the curriculum. They were:

member 8 -- the Business Manager
member 19 --the Bookstore Manager
member 37 --the Director of Student Activities
member 38 --the Bursar
member 39 --the Director of the Evening Division
member 42 --the Athletic Director
member 53 --the Cafeteria Manager

Including the library, there were 16 departments. They were:

Agriculture -- 3 members
Business Administration -- 3 members
Education -- 1 member
Engineering -- 1 member
English -- 6 members
Fine Arts -- 4 members
Foreign Language -- 2 members
Journalism -- 1 member
Library -- 3 members
Mathematics -- 4 members
Nursing -- 2 members
Physical Education -- 3 members
Science -- 7 members

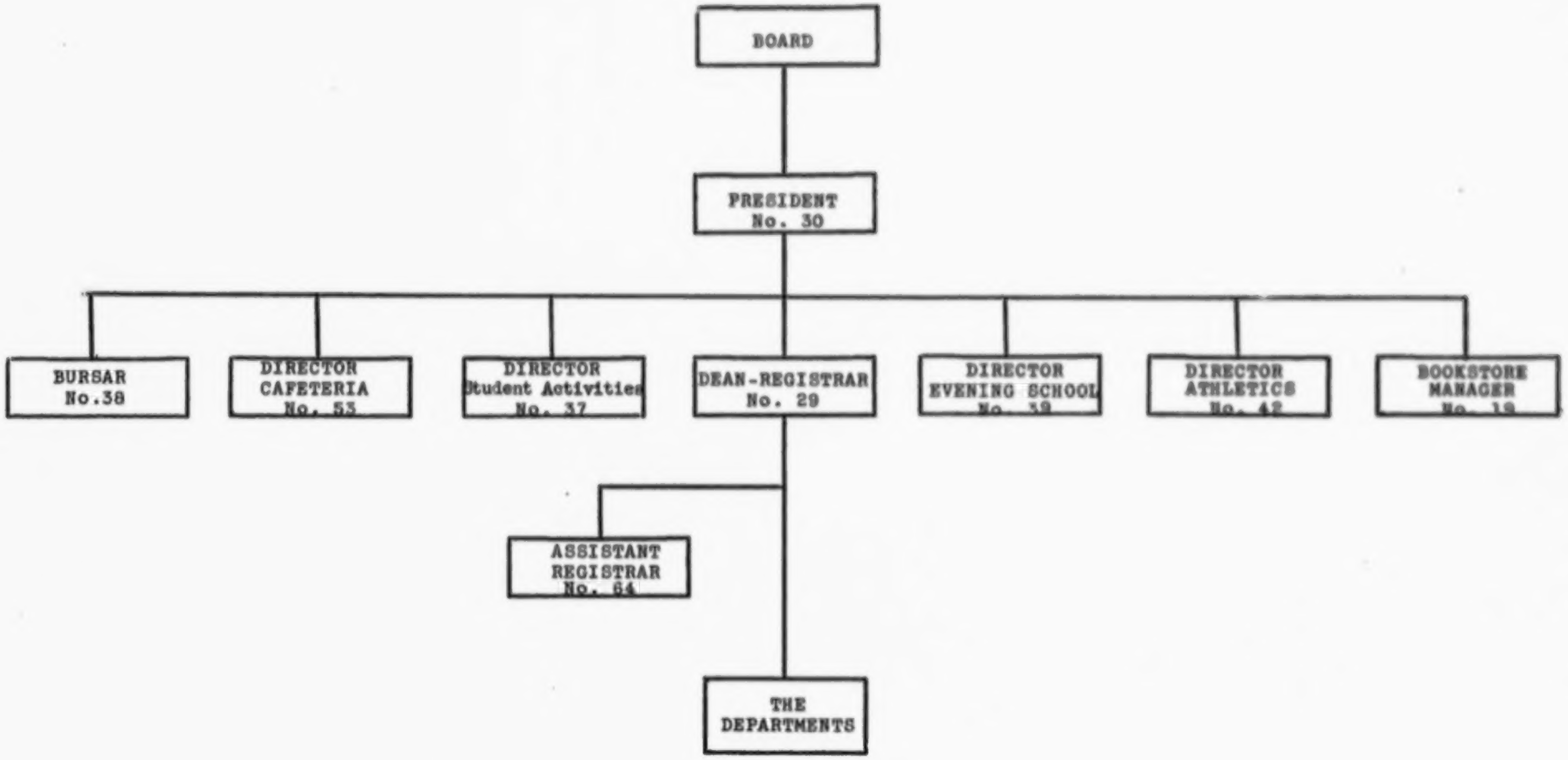

BOARD
PRESIDENT No. 30
BURSAR No.38
DIRECTOR CAFETERIA No. 53
DIRECTOR Student Activities No. 37
DEAN-REGISTRAR No. 29
DIRECTOR EVENING SCHOOL No. 39
DIRECTOR ATHLETICS No. 42
BOOKSTORE MANAGER No. 19
ASSISTANT REGISTRAR No. 64
THE DEPARTMENTS

FIGURE 1. THE ORGANIZATIONAL CHART OF COLLEGE 2.

Social Studies -- 6 members
Speech -- 2 members
Technical -- 4 members

There were 5 clerical personnel.

The Communications Dimension

The communications links.--There were 372 indications of existing communications links. Of these, 168, or 45 per cent, were reciprocated. This was an average of 2.2 validated communications links per member.

Member 29, the Dean-Registrar, had 20 communications links; this was more than twice the number of any other member. Member 55, the Librarian, was second with 8 links, and member 18, an English instructor, had 7 links. Six members had 5 or 6 links; these included the Business Manager and 5 instructors.

There were 11 members who did not have any links; these included the 2 secretaries, 6 instructors, the Director of Student Activities, the Bookstore Manager, and the Cafeteria Director.

The communications scopes and weights.--The communications weights and ranks; the primary, secondary, and tertiary scopes; and personal factors concerning the members are presented in Table 1.

The Dean-Registrar, member 29, had a weight of 550, more than double that of any member. He had 20 members (almost a third of the system) in his primary network, and 40 members (almost two-thirds of the system) in his tertiary network. There were 11 other members with more than 34 members (half of the system) in their tertiary network. All of these except member 50, an English instructor, and member 28, a speech instructor, had primary links with member 29, who were linked to member 29 in the secondary network through members 55 and 12. Member 55, the Librarian, had the highest single relation-

TABLE 1. THE COMMUNICATIONS WEIGHTS AND RANKS; THE PRIMARY, SECONDARY, AND TERTIARY COMMUNICATIONS SCOPES; AND PERSONAL FACTORS CONCERNING THE MEMBERS OF THE COLLEGE 2 SYSTEM.

Member	Position	Department	Years at College	Age	Sex	Rank	Weight	Scope 1	Scope 2	Scope 3
29	Dean-Registrar	Administration	16	44	m	1	550	20	25	40
18	Instructor	English	16	50	f	2	233	7	14	34
55	Librarian	Library	17	37	f	3	231	8	30	38
12	Instructor	English	1	29	m	4	188	5	30	39
10	Instructor	Music	4	27	m	5	177	5	28	36
8	Business Manager	Administration	16	63	f	6	161	5	22	35
36	Instructor	Speech	2	31	f	7	157	4	25	37
7	Instructor	English	2	54	f	8	154	6	13	33
50	Instructor	English	10	58	f	9	146	5	16	36
54	Instructor	English	1	23	f	10	134	4	11	33
28	Instructor	Speech	13	50	f	11	121	3	22	35
49	Band Director	Music	5	31	m	12	110	4	23	36
44	Instructor	Social Studies	7	31	m	13	93	4	24	28
66	Instructor	English	8	50	m	14	90	2	23	27
22	Instructor	Nursing-Vocational	11	42	f	15	89	3	21	35
30	President	Administration	1	45	m	16	86	2	21	35
68	Instructor	Home Economics	14	52	f	16	86	2	21	35
9	Instructor	Music	1	25	f	18	78	2	7	29
13	Instructor	Government	3	29	m	19	66	4	7	26
24	Instructor	Engineering	7	46	m	20	63	2	7	28
52	Instructor	Mathematics	17	56	f	20	63	3	22	21
1	Librarian	Library	11	43	f	22	58	2	10	31
62	Librarian	Library	2	25	f	22	58	2	9	31
35	Instructor	Government	4	27	f	24	57	3	7	26
56	Instructor	Art	16	56	f	25	56	1	20	25
61	Secretary	Administration	6	34	f	25	56	1	20	25
26	Secretary	Administration	1	20	f	25	56	1	20	25
64	Assistant Registrar	Administration	6	51	f	25	56	1	20	25
42	Director	Athletics	5	40	m	25	56	1	20	25
67	Instructor	Education	17	44	m	25	56	1	20	25
43	Instructor	Physical Education	4	31	f	25	56	1	20	25
33	Instructor	History	1	24	m	32	54	3	20	25
15	Instructor	Agriculture	14	48	m	33	53	2	6	31
20	Instructor	Biology-Chemistry	3	29	m	34	50	6	5	7
63	Instructor	Social Science	4	45	m	35	48	4	6	7
32	Instructor	Journalism	6	33	m	36	39	2	6	28
6	Instructor	Spanish	1	39	m	36	39	3	8	15
65	Instructor	Social Science	14	55	m	38	38	3	6	7
11	Instructor	Mathematics	5	43	m	39	37	3	5	26
3	Instructor	Science	6	39	m	40	30	3	7	7
47	Instructor	Mathematics	7	41	m	41	27	3	6	13
41	Instructor	Nursing	2	42	f	42	26	1	3	21
23	Instructor	Science	1	42	m	43	22	2	7	7
58	Instructor	Chemistry	3	32	m	43	22	2	7	7
31	Instructor	Biology	3	54	f	45	2	2	7	7
45	Instructor	Agriculture	4	31	m	45	20	2	4	12
4	Instructor	Biology	16	56	f	45	20	2	7	7
5	Instructor	Mathematics	4	30	m	48	15	2	5	8
34	Instructor	Physics	14	53	m	49	12	1	6	6
21	Instructor	Business	3	28	f	50	4	2	1	2
39	Director Evening School	Business	4	50	m	51	2	1	2	1
25	Instructor	Business	16	60	f	51	2	1	2	1
14	Instructor	Industrial Education	9	32	m	53	1	1	1	1
40	Instructor	Industrial Arts	2	32	m	53	1	1	1	1
38	Bursar	Administration	4	51	f	53	1	1	1	1
59	Secretary	Administration	1	24	f	53	1	1	1	1
57	Instructor	Business	15	59	m	0	0	0	0	0
16	Instructor	German	16	53	m	0	0	0	0	0
48	Instructor	Industrial Arts	16	60	m	0	0	0	0	0
17	Instructor	Physical Education	1	34	f	0	0	0	0	0
2	Instructor	Physical Education	4	29	m	0	0	0	0	0
51	Secretary	Administration	1	19	f	0	0	0	0	0
37	Director—Student Activities	Physical Education	11	53	f	0	0	0	0	0
53	Director	Cafeteria	1	47	f	0	0	0	0	0
27	Instructor	Agriculture	1	23	m	0	0	0	0	0
19	Book Store Manager	Administration	22	37	f	0	0	0	0	0
46	Secretary	Administration	4	25	f	0	0	0	0	0
69	Board Member					0	0	0	0	0
70	Board Member					0	0	0	0	0
71	Board Member					0	0	0	0	0
72	Board Member					0	0	0	0	0
73	Board Member					0	0	0	0	0
74	Board Member					0	0	0	0	0
75	Board Member					0	0	0	0	0

ship to member 29 (73 three-step links), and was third highest in weight. Member 18, an English instructor, who had a high relationship with member 55, was second in communications weight.

One group of 7 members (56, 61, 26, 64, 42, 67, and 43) had tertiary scopes of 25 members each, and were in the upper half in weight despite only 1 communications link; this link was with member 29.

The President, member 30, had only 2 primary links (with the Business Manager, member 8, and the Dean-Registrar) and ranked 16th in weight. Of the 3 administrators (the President, the Dean-Registrar, and the Assistant Registrar, member 64) whose duties involved the curriculum, only the Assistant Registrar was not in the top quarter. Of the 7 staff administrators whose duties did not involve the curriculum, one, the Business Manager, was in the top quarter; 4 were in the last quarter, including the Director of Student Activities, member 37; the Bookstore Manager, member 19; the Bursar, member 38; and the Cafeteria Director, member 53.

Thirteen of the 51 instructors were in the top quarter, including 5 of the 6 instructors of English; 9 were in the last quarter, including 2 of the 3 physical education instructors and 3 of the 4 technical instructors.

Of the 5 secretaries, 3 were in the last quarter and none in the first quarter. The 2 who were not in the last quarter each had a single primary link with the Dean-Registrar.

Eight of the 14 professional members with over ten years at the college were in the top quarter; 3 were in the last quarter. Of the 12 professional members who had been at the college less than 3 years, 3 were in the last quarter.

It is of interest to note that the Business Manager (a 16 year veteran of the college) was fifth in communications, and that the Librarian (a 16 year veteran of the college) was second.

The subgroups.--There was one main flow of communications. There were 6 subgroups which followed departmental lines.

The main flow contained 20 members who were closely related, primarily through the Dean; he was highly integrated into the flow and was the central figure. The subgroups had developed strong communications links within their subgroups, but were not well connected to the main flow. Therefore, even though there were considerable communications, the whole system was somewhat disjointed.

The main flow contained 20 members. They were: (1) the Dean; (2) the Business Manager; (3) the Assistant Registrar; (4) the Director of Athletics; (5) a librarian, member 55; (6) 2 secretaries, members 61 and 42 (tied in through the Dean); and (7) 13 instructors, members 10, 28, 36, 22, 68, 12, 24, 66, 43, 44, 56, 67, and 18. This group included the 7 members with the highest communications weights.

Subgroup 1 had 9 members, including: (1) the Dean; (2) all 6 instructors of English; (3) a speech instructor, member 36; and (4) a librarian, member 55. This subgroup included the 4 top persons in communications. It was tied to the main flow by the Dean and members 36, 66, and 18. Members 18 and 55 were important as they also tied the subgroup to Subgroup 6 (the librarians).

Subgroup 2 was the social science department; it had 6 members. It was not tied to the main flow or to any other subgroup. The members were near the median in communications weight.

Subgroup 3 had 7 members; it was the science department. It was not connected to the main flow or to any other subgroup. Its members were in the third quarter in communications weight.

Subgroup 4 had 3 members, all in the fine arts department. They were members 10, 9, and 49. There were tied to the main flow by member 10, and were also related to the Dean.

Subgroup 5 was made up of 3 mathematics instructors and members 4, 7, 11, and 5. Its members were in the third quarter in communications weight. There was no connection to the main flow or to other subgroups.

Subgroup 6 was made up of the 3 librarians and member 18, an English instructor. It was tied to the main flow and to Subgroup 1 by members 55 and 18. All of its members were in the upper half in communications weight.

The Reliance Dimension

The reliance links.--There were 189 reliance links, an average of 2.6 for each member. Of the 74 members (including the Board), 52 had at least 1 reliance link. The Dean had 29, almost twice as many as any other member, and more than the tertiary scope of any other member. The President had 15; the Business Manager had 13, which is worthy of note, as his duties do not involve the curriculum. Member 50, an English instructor had 7, and 20 other members had at least 3. These links tended to follow departmental lines. There were 22 members who were not relied upon by any member. These included: (1) 4 Board members; (2) the Cafeteria Manager; (3) the Bursar; (4) the Director of Students; (5) the Bookstore Manager; (6) the Director of Athletics; (7) the 3 librarians; (8) the 5 clerical personnel; and (9) 5 instructors, members 56, 43, 16, 2, and 32.

The reliance scopes and weights.--The reliance weights and ranks; the primary, secondary, and tertiary scopes; and personal factors concerning the members are presented in Table 2. The Dean had a reliance weight of 137, which was 50 per cent higher than any other member. He had 41 members in his secondary scope and 42 in his tertiary scope, both considerably more than any other members. The Dean was at the apex of a reliance network which deadended with him, as he did not indicate reliance on any other member.

The remaining members in the top half were very tightly grouped. The President and the Business Manager were both high. There were 3 departments (science, math, and business) within which relationships were high, causing most of their members to rank high. Of the 3 Board members who ranked in the upper half, 2 were relied on only by the Business Manager (a 16 year veteran of the college), and the other was relied on only by member 12, an English instructor.

The 3 administrators whose duties involved the curriculum were in the first quarter. of the 7 administrators whose duties did not involve the curriculum, one, the Business Manager, was in the first quarter and 5 were in the last. All 5 clerical personnel were in the last quarter. There were 11 of the 51 instructors in the first quarter (including 5 science instructors) and 5 in the last. None of the Board members were in the first quarter and 4 were in the last.

Of the 14 professionals with 10 years service at the college, 6 were in the first quarter and 5 were in the last. There were 6 of the 12 professionals with less than 3 years at the college in the first quarter and none in the last.

TABLE 2. THE RELIANCE WEIGHTS AND RANKS; THE PRIMARY, SECONDARY, AND TERTIARY RELIANCE SCOPES; AND PERSONAL FACTORS CONCERNING THE MEMBERS OF THE COLLEGE 2 SYSTEM.

Member	Position	Department	Years at College	Age	Sex	Rank	Weight	Scope		
								1	2	3
29	Dean-Registrar	Administration	16	44	m	1	137	29	41	42
57	Instructor	Business	16	59	m	2	91	6	19	26
23	Instructor	Science	1	42	m	3	89	4	20	26
52	Instructor	Mathematics	17	56	f	4	87	5	18	25
30	President	Administration	1	45	m	4	87	15	25	27
3	Instructor	Science	6	39	m	6	83	4	9	23
58	Instructor	Chemistry	3	32	m	7	81	3	9	23
64	Assistant Registrar	Administration	6	51	f	8	79	4	6	19
12	Instructor	English	1	29	m	9	76	5	20	18
8	Business Manager	Administration	16	63	f	10	74	13	10	21
4	Instructor	Biology	16	56	f	11	71	4	17	23
20	Instructor	Biology-Chemistry	3	29	m	12	69	3	16	21
47	Instructor	Mathematics	7	41	m	13	68	3	6	20
25	Instructor	Business	16	60	f	14	60	3	5	19
21	Instructor	Business	3	28	f	14	60	3	5	19
71	Board Member					14	60	1	6	19
75	Board Member					14	60	1	6	19
24	Instructor	Engineering	7	46	m	18	59	5	16	13
49	Band Director	Music	5	30	m	18	59	2	5	16
11	Instructor	Mathematics	5	43	m	20	58	2	5	18
31	Instructor	Biology	3	54	f	20	58	3	6	18
18	Instructor	English	16	50+	f	22	55	4	6	20
70	Board Member					22	55	1	5	20
44	Instructor	Social Science	7	31	m	24	54	6	19	16
50	Instructor	English	10	58	f	25	53	7	10	12
39	Director Evening School	Business	4	50	m	25	53	2	15	12
10	Instructor	Music	4	27	m	27	49	3	14	12
22	Instructor	Nursing-Vocational	11	42	f	28	45	2	15	11
68	Instructor	Home Economics	14	52	f	29	41	1	13	9
14	Instructor	Industrial Education	9	32	m	29	41	4	5	16
66	Instructor	English	8	50	m	31	36	3	6	9
40	Instructor	Industrial Arts	2	32	m	32	35	2	3	5
41	Instructor	Nursing	2	42	f	32	35	2	3	15
34	Instructor	Physics	14	53	m	32	35	2	3	5
36	Instructor	Speech	2	31	f	35	34	2	5	7
9	Instructor	Music	1	25	f	36	33	1	3	14
54	Instructor	English	1	23	f	37	32	2	4	6
46	Instructor	Industrial Arts	16	60	m	38	29	1	2	4
67	Instructor	Education	17	44	m	38	29	1	2	4
5	Instructor	Mathematics	4	30	m	38	29	1	2	4
28	Instructor	Speech	13	50+	f	41	17	1	2	5
7	Instructor	English	2	54	f	42	14	1	2	4
63	Instructor	Social Science	4	45	m	43	11	3	5	5
33	Instructor	History	1	24	m	44	6	2	2	3
65	Instructor	Social Science	14	55	m	45	5	2	3	2
45	Instructor	Agriculture	4	31	m	46	4	2	1	2
27	Instructor	Agriculture	1	23	m	46	4	2	1	2
17	Instructor	Physical Education	1	34	f	46	4	1	1	2
6	Instructor	Spanish	1	39	m	49	3	1	2	1
15	Instructor	Agriculture	14	48	m	49	3	1	2	1
35	Instructor	Government	4	27	f	51	2	1	1	1
13	Instructor	Government	3	29	m	51	2	1	1	1
53	Director	Cafeteria	1	47	f	50	0	0	0	0
1	Librarian	Library	11	43	f	0	0	0	0	0
55	Librarian	Library	17	37	f	0	0	1	0	0
56	Instructor	Art	16	56	f	0	0	0	0	0
42	Director	Athletics	5	40	m	0	0	0	0	0
43	Instructor	Physical Education	4	31	f	0	0	0	0	0
59	Secretary	Administration	1	24	f	0	0	0	0	0
61	Secretary	Administration	6	34	f	0	0	0	0	0
62	Librarian	Library	2	25	f	0	0	1	0	0
19	Book Store Manager	Administration	2	37	f	0	0	0	0	0
16	Instructor	German	16	53	m	0	0	0	0	0
46	Secretary	Administration	4	25	f	0	0	0	0	0
2	Instructor	Physical Education	4	29	m	0	0	1	0	0
37	Director-Student Activities	Physical Education	11	53	f	0	0	0	0	0
38	Bursar	Administration	4	51	f	0	0	0	0	0
69	Board Member					0	0	0	0	0
26	Secretary	Administration	1	20	f	0	0	0	0	0
51	Secretary	Administration	1	19	f	0	0	0	0	0
72	Board Member					0	0	0	0	0
73	Board Member					0	0	0	0	0
74	Board Member					0	0	0	0	0
32	Instructor	Journalism	6	33	m	0	0	0	0	0

The Attributed Influence Dimension

The attributed influence weights and personal factors concerning the members are presented in Table 3.

There were 126 nominations of attributed influence, an average of 1.8 for each of the members of the system. The Dean had the highest weight--37. Almost 60 per cent of the members had nominated him. The Business Manager was second with a weight of 29, the President was third with a weight of 17, and the Assistant Registrar was fourth with a weight of 5. There were 4 other members who had 2 to 4 nominations; they were all instructors. The members of the Board and 42 members of the system did not receive any nominations.

Of the 3 administrators whose duties involved the curriculum, 2 (the Dean and the President) were in the top quarter; the Director of the Evening School was not nominated.

The Business Manager and the Assistant Registrar were in the first quarter, while the other 5 administrators whose duties did not involve the curriculum did not receive any nominations. There were 51 instructurs, 9 of whom were in the first quarter and 29 of whom did not receive any nominations. None of the 5 clerical personnel received any nominations.

Of the 14 professionals who had been at the college for more than 10 years, 8 were in the first quarter and 6 did not receive any nominations. Of the 12 professionals who had been with the college for less than 3 years, only the President was in the first quarter; 6 did not receive any nominations.

The Influentials

Figure 2 depicts all of the members of the system, located by position. In addition, the most influential

TABLE 3. THE ATTRIBUTED INFLUENCE WEIGHTS AND RANKS; AND PERSONAL FACTORS CONCERNING THE MEMBERS OF THE COLLEGE 2 SYSTEM

Member	Position	Department	Years at College	Age	Sex	Rank	Weight
29	Dean-Registrar	Administration	16	44	m	1	37
8	Business Manager	Administration	16	63	f	2	29
30	President	Administration	1	45	m	3	17
64	Assistant Registrar	Administration	6	51	f	4	5
50	Instructor	English	10	58	f	5	4
57	Instructor	Business	16	59	m	6	4
4	Instructor	Biology	16	56	f	7	3
25	Instructor	Business	16	60	f	7	3
52	Instructor	Mathematics	17	56	f	7	3
63	Instructor	Social Science	4	45	m	7	3
3	Instructor	Science	6	39	m	11	2
18	Instructor	English	16	50	f	11	2
44	Instructor	Social Science	7	31	m	11	2
1	Librarian	Library	11	43	f	14	1
10	Instructor	Music	4	27	m	14	1
11	Instructor	Mathematics		43	m	14	1
12	Instructor	English	1	29	m	14	1
13	Instructor	Government	3	29	m	14	1
21	Instructor	Business	3	28	f	14	1
22	Instructor	Vocational Nursing	11	42	f	14	1
24	Instructor	Engineering	7	46	m	14	1
33	Instructor	History	1	24	m	14	1
62	Librarian	Library	2	25	f	14	1
65	Instructor	Social Science	14	55	m	14	1
66	Instructor	Engineering	8	50	m	14	1
2	Instructor	Physical Education	4	29	m	0	0
5	Instructor	Mathematics	4	30	m	0	0
6	Instructor	Spanish	1	39	m	0	0
7	Instructor	English	2	54	f	0	0
9	Instructor	Music	1	25	f	0	0
14	Instructor	Industrial Education	9	32	m	0	0
15	Instructor	Agriculture	14	48	m	0	0
16	Instructor	German	16	53	m	0	0
17	Instructor	Physical Education	1	34	f	0	0
19	Bookstore Manager	Administration	2	37	f	0	0
20	Instructor	Biochemistry	3	29	m	0	0
23	Instructor	Science	1	42	m	0	0
26	Secretary	Administration	1	20	f	0	0
27	Instructor	Agriculture	1	23	m	0	0
28	Instructor	Speech	13	50	f	0	0
31	Instructor	Biology	3	54	f	0	0
32	Instructor	Journalism	6	33	m	0	0
34	Instructor	Physics	14	53	m	0	0
35	Instructor	Government	4	27	f	0	0
36	Instructor	Speech	2	31	f	0	0
37	Director Student Activities	Physical Education	11	53	f	0	0
38	Bursar	Administration	4	51	f	0	0
39	Director Evening School	Business	4	50	m	0	0
40	Instructor	Industrial Arts	2	32	m	0	0
41	Instructor	Nursing	2	42	f	0	0
42	Director	Athletics	5	40	m	0	0
43	Instructor	Physical Education	4	31	f	0	0
45	Instructor	Agriculture	4	31	m	0	0
46	Secretary	Administration	4	25	f	0	0
47	Instructor	Mathematics	7	41	m	0	0
48	Instructor	Industrial Arts	16	60	m	0	0
49	Band Director	Music	5	30	m	0	0
51	Secretary	Administration	1	19	f	0	0
53	Director	Cafeteria	1	47	f	0	0
54	Instructor	English	1	23	f	0	0
55	Librarian	Library	17	37	f	0	0
56	Instructor	Art	16	56	f	0	0
58	Instructor	Chemistry	3	32	m	0	0
59	Secretary	Administration	1	24	f	0	0
61	Secretary	Administration	6	34	f	0	0
67	Instructor	Education	17	44	m	0	0
68	Instructor	Home Economics	14	52	f	0	0
69	Board Member					0	0
70	Board Member					0	0
71	Board Member					0	0
72	Board Member					0	0
73	Board Member					0	0
74	Board Member					0	0
75	Board Member					0	0

members in each dimension are shown.

The most influential member of the system was the Dean. He ranked highest in the three dimensions, with weights clearly higher than any other member. He had almost 60 per cent of the members in his attributed influence scope, and over 60 per cent within his tertiary scopes in reliance and communications. He was the central figure in the main flow of communications, and in addition he tied the fine arts group (Subgroup 4) to the main flow. The only department which he did not have clear access to in communications was the mathematics department. Mathematics instructor 52 tied him to that department in reliance. The Dean is a middle-aged man who has been at the college for 16 years. He has very high relationships with English instructor 18 (a 16 year veteran), librarian 55 (a 17 year veteran), and the Business Manager (a 16 year veteran).

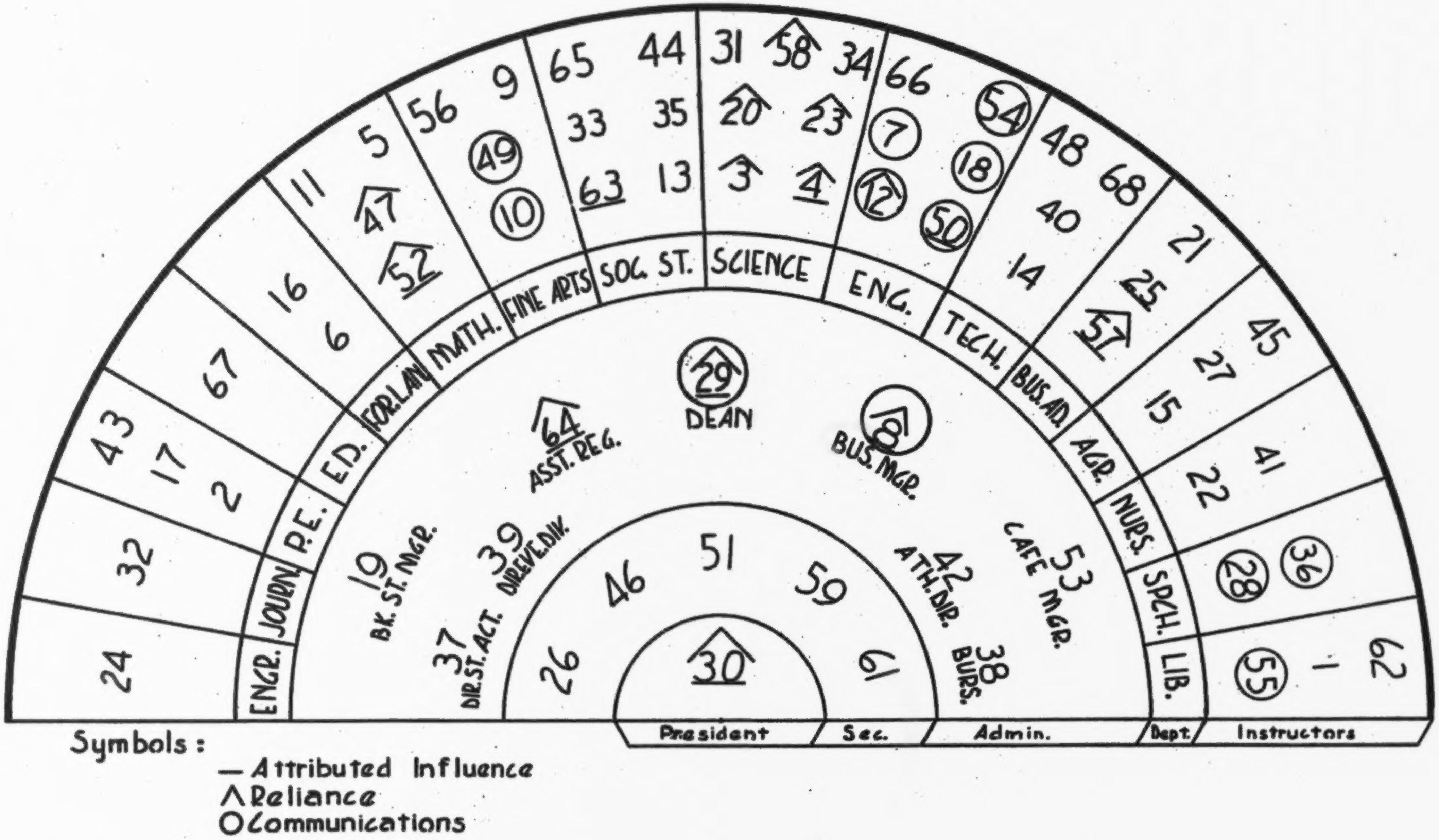
The Business Manager was the second member who was high in the three dimensions, even though her duties did not involve the curriculum. An older woman, with 16 years of experience at the college, she was highly related to the Dean. She was second in attributed influence, sixth in communications, and tenth in reliance. Her strength in both reliance and communications was drawn from the older staff members, and from the English department.

English instructor 18, although twenty-second in reliance and eleventh in attributed influence, was an important member. She was a 16 year veteran of the college, and ranked in communications. She was highly integrated into the main flow of communications, the central figure in Subgroup 1, and a liaison person between the main flow and Subgroup 6.

The President did not stand out as a very influen-

FIGURE 2

THE STAFF OF COLLEGE 2 BY POSITION, AND
THE INFLUENTIALS IN EACH DIMENSION


24
ENGR.
32
JOURN.
43
17
2
P.E.
67
ED.
16
6
FOR. LAN.
11
5
47
52
MATH.
56
9
49
10
FINE ARTS
65
44
33
35
63
13
SOC. ST.
31
58
34
20
23
3
4
SCIENCE
66
54
7
18
12
50
ENG.
48
68
40
14
TECH.
21
25
51
BUS. AD.
45
27
15
AGR.
41
22
NURS.
36
28
SPCH.
62
1
55
LIB.
19
BK. ST. MGR.
37
DIR. ST. ACT.
39
DIR. EVE. DIV.
64
ASST. REG.
29
DEAN
8
BUS. MGR.
53
CAFE MGR.
42
ATH. DIR.
38
BURS.
26
46
51
59
61
30
President
Sec.
Admin.
Dept.
Instructors
Symbols :
— Attributed Influence
∧ Reliance
○ Communications

tial member. He ranked fourth in reliance; however, it is interesting to note that his network did not pick up any of the other influentials. He was third in attributed influence, and again his nominations came from those of lesser influence. He was sixteenth in communications.

Other members who were high in 2 dimensions were: English instructor 50, business administration instructor 57, mathematics instructor 52, and the Assistant Registrar. Their years at the college were 10, 16, 17, and 6, respectively.

College 5

The Community

College 5 was located in a small but growing city of approximately 20,000 inhabitants. It was an important livestock area. There was some heavy industry in adjoining areas which employed many residents of Community 5; there was also some light industry in the community. The population was increasing sharply. The median income per family unit was above the average for the Southwest. The median school years completed by adults was approximately 10, and more than one-third had completed high school.

The College

College 5 began and was operated as a part of the local public school system for over twenty years. It then became independent of the public school system, and had operated as a county-wide independent junior college for more than 15 years. It had its own seven-member, elected Board of Trustees.

Three types of courses were offered: (1) college transfer; (2) terminal-vocational; and (3) adult. The emphasis was on the transfer program. There were slightly less than 1,000 students in attendance.

The Staff

The staff included 58 full-time members. There were 39 instructors (two of whom had part-time administrative duties), 5 administrators, 13 clerical personnel, and 2 librarians--a total of 45 professional and 13 non-professional personnel. Of the professionals, 13 were women and 32 men. Six of these women and 10 of these men were over 50 years of age; one man and no women were under 30. Fourteen professionals had been with the college for over 10 years and 12 had been with it for less than 3 years; 2 were in their first year.

The Authority Dimension

The Board of Trustees, who were elected by the people of the junior college district, assigned responsibility for the development of the curriculum (as part of the responsibility for operating the junior college) to the President, member 35. There was no formal organizational chart, as the President believed that he should be free to direct his efforts toward any facet of the college operations, and that such a chart limited him. However, procedures did exist which allow the formal organization to be described (Figure 3). The President concentrated on finance, plant, and community relations. He held the Dean, member 50, responsible for the internal operations of the college. The Dean and the Business Manager, member 37, were the only persons reporting directly to the President.

The Librarian, member 41, and 3 persons in staff positions reported to the Dean. These staff personnel were:

member 44 -- the Dean of Men
member 29 -- the Dean of Women

member 30 -- the Registrar

The Assistant Dean, member 6, acted as an aide to the Dean in curriculum matters. The department chairmen and the other faculty members worked through either the Dean or the Assistant Dean in curriculum matters. This was also true of the Director of the Evening School, member 36.

There were 8 departments, of which 4 had chairmen. The department chairmen and their departments were:

member 57 -- English (8 members)
member 4 -- Mathematics (6 members)
member 21 -- Social Science (6 members)
member 20 -- Physical Education (3 members)

The department chairmen enjoyed considerable autonomy in developing the departmental curriculums.

The departments without chairmen were:

Science -- 5 members
Business -- 3 members
Technical -- 3 members
Fine Arts -- 2 members

There were 11 clerical personnel.

The Communications Dimension

The communications links.--There were a total of 228 indications of communications links. Of these, 78, or 34 per cent, were reciprocated, This was the second lowest percentage of reciprocated choices among the colleges which were studied. This was an average of 1.4 validated communications links per member, also the second lowest among the colleges in the study.

Member 57, the Chairman of the English Department, had the most validated communications links--7. Member 21, Chairman of the Social Science Department, had 5 links, the second highest number. Three members had 4 links; they were: (1) member 45, a social science

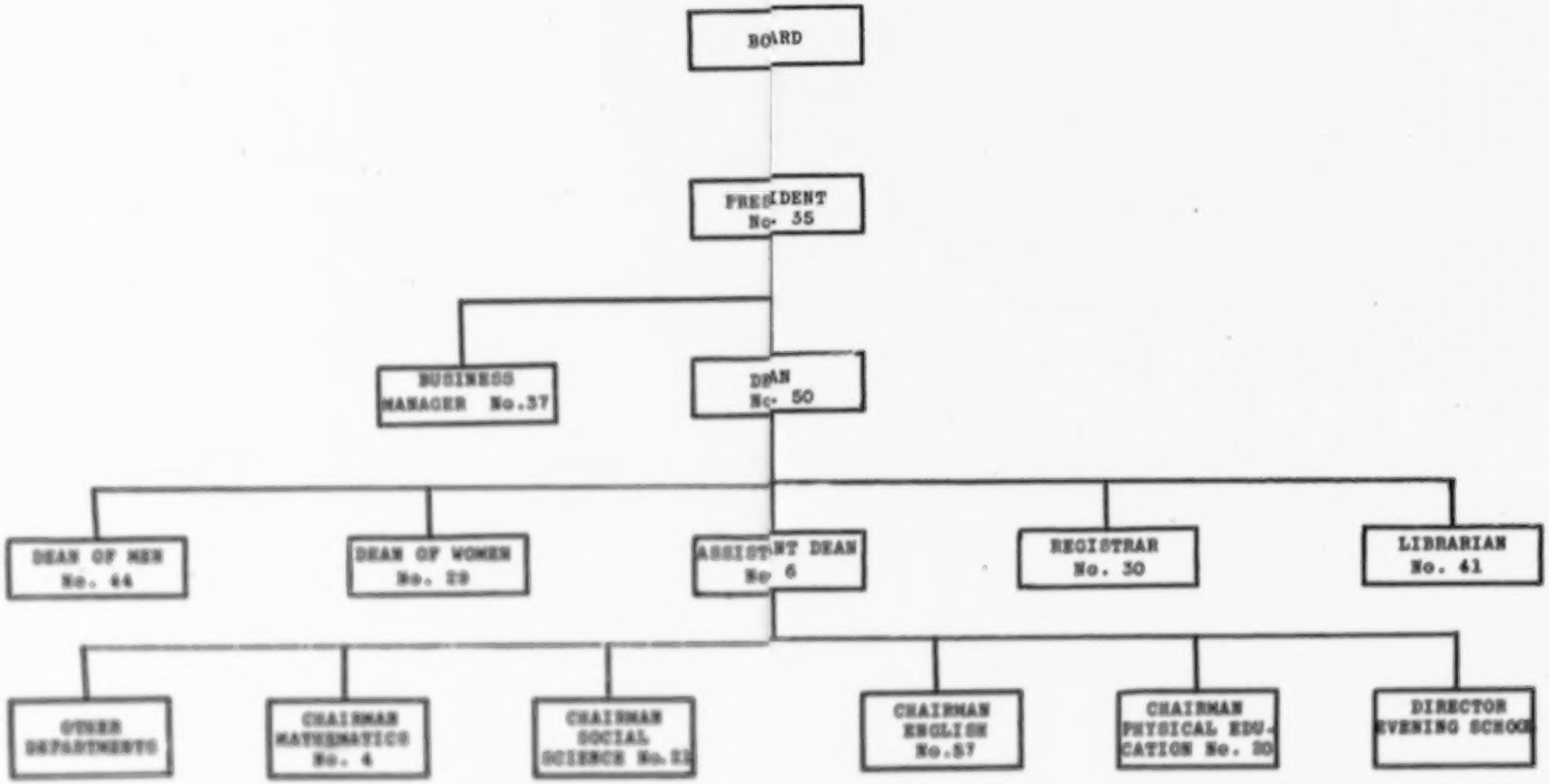

BOARD
PRESIDENT No. 35
BUSINESS MANAGER No.37
DEAN No. 50
DEAN OF MEN No. 44
DEAN OF WOMEN No. 29
ASSISTANT DEAN No. 6
REGISTRAR No. 30
LIBRARIAN No. 41
OTHER DEPARTMENTS
CHAIRMAN MATHEMATICS No. 4
CHAIRMAN SOCIAL SCIENCE No.22
CHAIRMAN ENGLISH No.57
CHAIRMAN PHYSICAL EDUCATION No. 20
DIRECTOR VENING SCHOO

FIGURE 3. THE ORGANIZATIONAL CHART OF COLLEGE 5.

instructor; (2) member 4, Chairman of the Mathematics Department; and (3) member 19, a physical education instructor. There were 7 members with 3 links, including the Dean of Women (also an instructor of business) and 6 instructors.

There were 24 members who did not have any links; these included: (1) all 13 clerical personnel; (2) the Business Manager, member 37; and (3) 11 instructors.

The communications scopes and weights.--The communications weights and ranks; the primary, secondary, and tertiary scopes; and personal factors concerning the members are presented in Table 4. The networks of communications were not well developed in College 5. This was evidenced by the low weights which were developed, and by the small, and in some cases retrogressing, scopes. A good example of the poor network development was the Registrar, member 30, who had a primary scope of 2 (member 4, the Chairman of the Mathematics Department). His secondary scope increased to 10; however, due to dead ends in the networks, his tertiary scope decreased to 7. There were eleven examples of retrogressive network development, and increases of 1 or none from one level to the next were very common. Only 2 members (21 and 57) had one-fourth of the members in their tertiary scope, and only 4 others (45, 8, 4, and 15) had as many as 10 members in their tertiary scope.

The Chairman of the English Department was the first in weight with 67, and a tertiary scope of 15. Second was the Chairman of the Social Science Department with a weight of 56 and a tertiary scope of 15. Member 45, a social science instructor, was third with a weight of 52 and a tertiary scope of 14. There was a drop to weights of 39, 35, and 31 for fourth, fifth, and sixth.

The President, member 35, was ranked thirty-first

TABLE 4. THE COMMUNICATIONS WEIGHTS AND RANKS; THE PRIMARY, SECONDARY, AND TERTIARY COMMUNICATIONS SCOPES; AND PERSONAL FACTORS CONCERNING THE MEMBERS OF THE COLLEGE 5 SYSTEM

Member	Position	Department	Years at College	Age	Sex	Rank	Weight	Scope		
								1	2	3
57	Chairman	English	9	53	m	1	67	7	5	15
21	Chairman	Social Science	11	43	f	2	56	5	8	15
45	Instructor	Social Science	6	32	m	3	52	4	7	14
8	Instructor	English-History	2	37	f	4	39	3	12	11
46	Instructor	Social Science	2	31	m	5	35	3	7	9
4	Chairman	Mathematics	21	58	m	6	31	4	4	12
36	Director Evening School	Social Science	4	52	m	7	25	2	6	9
18	Instructor	English	4	40	m	7	25	2	9	9
52	Instructor	Economics	2	36	m	9	24	3	5	9
19	Instructor	Physical Education	15	56	f	10	23	4	4	7
15	Instructor	History	1	31	m	11	22	2	7	11
40	Instructor	Business	4	29	m	11	22	3	5	6
29	Instructor-Dean of Women	Business	6	35	f	11	22	3	5	6
23	Instructor	Chemistry	14	51	m	14	21	3	6	7
30	Registrar	Administration	5	63	f	15	20	2	10	7
2	Instructor	Mathematics	7	43	m	16	19	3	3	6
54	Instructor	Biology	2	31	m	17	16	2	6	8
27	Instructor	Business	8	36	f	17	16	2	4	5
22	Instructor	Mathematics	9	50	m	19	14	2	5	4
14	Instructor	English	2	39	f	19	14	2	7	5
20	Instructor	Physical Education	13	53	m	21	13	2	5	6
38	Instructor	Physical Education	2	41	m	21	13	2	5	6
26	Instructor	English	2	33	m	23	12	1	7	5
55	Instructor	English	2	44	f	23	12	1	7	5
32	Instructor	English	8	52	m	23	12	1	7	5
56	Instructor	Nursing	4	50	f	26	8	1	2	7
44	Instructor-Dean of Men	Mathematics	14	55	m	26	8	1	4	4
1	Instructor	Biology	17	44	f	28	7	1	4	5
42	Instructor	Mathematics	1	28	m	29	6	1	3	3
50	Dean	Administration	12	54	m	30	4	2	1	2
35	President	Administration	15	51	m	31	2	1	2	1
6	Assistant Dean	Psychology	8	42	m	31	2	1	2	1
12	Instructor	Music	13	39	m	33	1	1	1	1
41	Librarian	Library	18	44	f	33	1	1	1	1
11	Secretary	Administration	1	40	f	0	0	0	0	0
3	Secretary	Administration	12	51	f	0	0	0	0	0
37	Business Manager	Administration	11	39	m	0	0	0	0	0
13	Secretary	Administration	5	45	f	0	0	0	0	0
39	Instructor	Science	4	40	m	0	0	0	0	0
7	Secretary	Administration	2	33	f	0	0	0	0	0
24	Secretary	Administration	4	41	f	0	0	0	0	0
25	Secretary	Administration	6	47	f	0	0	0	0	0
43	Instructor	Mathematics	4	33	m	0	0	0	0	0
5	Instructor	Mathematics	7	38	m	0	0	0	0	0
16	Instructor	Speech	3	48	f	0	0	0	0	0
28	Secretary	Administration	11	53	f	0	0	0	0	0
47	Instructor	Business	9	39	m	0	0	0	0	0
48	Instructor	Industrial Arts	15	46	m	0	0	0	0	0
49	Secretary	Administration	7	47	f	0	0	0	0	0
17	Secretary	Library	4	42	f	0	0	0	0	0
51	Instructor	English	13	48	f	0	0		0	0
9	Secretary	Administration	3	34	f	0	0	0	0	0
53	Instructor	Art	14	58	f	0	0		0	0
31	Instructor	Agriculture	17	57	m	0	0	0	0	0
10	Secretary	Administration	3	37	f	0	0	0	0	0
33	Secretary	Administration	1	22	f	0	0	0	0	0
34	Instructor	Chemistry	2	39	m	0	0	0	0	0
58	Telephone Operator	Administration	4	46	f	0	0	0	0	0
59	Board Member					0	0	0	0	0
60	Board Member					0	0	0	0	0
61	Board Member					0	0	0	0	0
62	Board Member					0	0	0	0	0
63	Board Member					0	0	0	0	0
64	Board Member					0	0	0	0	0
65	Board Member					0	0	0	0	0

with a tertiary scope of 1 and a weight of 2. He had a primary scope of 1 (the Assistant Dean, member 6) and at the tertiary level this was still the only member in his scope. Of the 4 administrators whose duties involved the curriculum (the President; the Dean, member 50; the Director of the Evening School was in the first quarter and none were in the last quarter. Of the 4 administrators whose duties did not involve the curriculum, 2 (the Registrar and the Dean of Women, member 29) were in the first quarter; the Dean of Women was also an instructor of business. The Business Manager, member 37, was in the last quarter.

Three of the 4 department chairmen (English, Social Science, and Mathematics) were in the first quarter and none were in the last quarter. Of the 39 instructors, 9 were in the first quarter, and 10 were in the last quarter (no weight). All of the 13 clerical personnel were in the last quarter.

Of the 14 professional members who had been with the college for more than 10 years, 4 were in the first quarter and 4 were in the last quarter. Of the 12 professional members with less than 3 years at the college, 4 were in the first quarter and 2 were in the last quarter.

There were primary communications links of the chairmen of the English and Social Studies Departments with the Registrar (whose duties were not curriculum related). The two chief curriculum agents, the Dean and the Assistant Dean, were thirtieth and thirty-second respectively, with scopes of only 2 and 1.

The subgroups.--There was no main flow of communications in College 5. Three subgroups had developed, but relationships within them were not strong.

Subgroup 1 had 4 members. There were 2 science instructors (members 54 and 1) and 2 physical education instructors (members 38 and 20). None of these members were high in communications weight.

Subgroup 2 had 6 members. They were the Registrar and 5 of the English instructors (members 32, 26, 18, 14, and 8). Surprisingly, the Chairman of the English Department (highest in communications weight) was not included. These members ranked relatively high in communications weight. The Registrar connected this subgroup to Subgroup 3.

Subgroup 3 had 5 members; the Dean of Men was the central figure. In addition, it included: (1) the Registrar; (2) member 23, a science instructor; and (3) 2 mathematics instructors, members 22 and 42.

It appeared that the communications networks in this college were not well developed, and were disjointed.

The Reliance Dimension

The reliance links.--There were 119 primary reliance links, or an average of 1.8 each for the 65 members (including the Board). There were 32 of the 65 members who were not relied on by any other member. In addition, 4 members (the President; the Business Manager; a secretary, member 49; and a science instructor, member 1) were relied on by only one person, and this person was not relied on by any other, so a network did not develop; therefore, these 4 had no tertiary scope or reliance weight.

The group with no reliance network included: (1) the President; (2) the Business Manager; (3) a librarian, member 41; (4) 13 instructors; (5) the whole Board; and (6) the 12 secretaries.

The Dean and the Assistant Dean had the greatest number of links, with 19 and 14 respectively. The

Registrar was third with 9. There were 7 others with 4, 5, or 6 links; 3 of these were in the English Department. It is noted that none of the department chairmen or administrators relied on the President.

The reliance weights and scopes.--The reliance weights and ranks; the primary, secondary, and tertiary scopes; and personal factors concerning the members is presented in Table 5. The appearance of a disjointed system was illustrated in the reliance dimension, as it was in communications. Neither of the two top administrators in curriculum affairs, the Dean and Assistant Dean, relied upon any other member, including each other. There were 14 examples of retrogressing networks--indications of dead ends. For example, the Registrar had 9 members in his primary scope, 6 in his secondary scope, and 4 in his tertiary scope. The greatest tertiary scope was 21, developed by the Dean; this was 6 less than his secondary scope and less than one-third of the system. Only 4 members (the Dean, the Assistant Dean, the Chairman of the English Department, and the Chairman of the Social Science Department) had more than 20 per cent of the members in their tertiary scopes.

The Dean and the Assistant Dean had the highest weights, with 65 and 64 respectively (comparatively small weights). They were followed by the chairmen of the English and Social Science departments, and 4 English instructors--all with weights in the forties.

Of the 4 administrators whose duties involved the curriculum, 3 were in the first quarter, and one, the President, did not have a reliance weight. None of the 4 administrators whose duties did not involve the curriculum were in the first quarter; the Business Manager had no reliance weight. There were 2 (English and social

TABLE 5. THE RELIANCE WEIGHTS AND RANKS; THE PRIMARY, SECONDARY, AND TERTIARY RELIANCE SCOPES; AND PERSONAL FACTORS CONCERNING THE MEMBERS OF THE COLLEGE 5 SYSTEM

Member	Position	Department	Years at College	Age	Sex	Rank	Weight
50	Dean	Administration	12	54	m	1	37
6	Assistant Dean	Psychology	8	42	m	2	27
30	Registrar	Administration	5	63	f	3	14
35	President	Administration	15	51	m	4	11
57	Chairman	English	9	53	m	5	10
21	Chairman	Social Science	11	43	f	6	7
4	Chairman	Mathematics	21	58	m	7	6
23	Instructor	Chemistry	14	51	m	8	5
43	Instructor	Mathematics	4	53	m	9	4
36	Director Evening School	Social Science	4	52	m	10	3
1	Instructor	Biology	17	44	f	11	2
2	Instructor	Mathematics	7	43	m	12	1
45	Instructor	Social Science	6	32	m	12	1
5	Instructor	Mathematics	7	38	m	12	1
37	Business Manager	Administration	11	39	m	12	1
63	Board Member					12	1
65	Board Member					12	1
18	Instructor	English	4	40	m	0	0
19	Instructor	Physical Education	15	56	f	0	0
20	Instructor	Physical Education	13	53	m	0	0
3	Secretary	Administration	12	51	f	0	0
22	Instructor	Mathematics	9	50	m	0	0
7	Secretary	Administration	2	33	f	0	0
24	Secretary	Administration	4	41	f	0	0
25	Secretary	Administration	6	47	f	0	0
26	Instructor	English	2	33	m	0	0
27	Instructor	Business	8	36	f	0	0
28	Secretary	Administration	11	53	f	0	0
29	Instructor-Dean of Women	Business	8	35	f	0	0
8	Instructor	English-History	2	37	f	0	0
31	Instructor	Agriculture	17	57	m	0	0
32	Instructor	English	8	52	m	0	0
33	Secretary	Administration	1	22	f	0	0
34	Instructor	Chemistry	2	39	m	0	0
9	Secretary	Administration	5	54	f	0	0
10	Secretary	Administration	3	57	f	0	0
11	Secretary	Administration	1	40	f	0	0
38	Instructor	Physical Education	2	41	m	0	0
39	Instructor	Science	4	40	m	0	0
40	Instructor	Business	4	29	m	0	0
41	Librarian	Library	18	44	f	0	0
42	Instructor	Mathematics	1	26	m	0	0
12	Instructor	Music	13	39	m	0	0
44	Instructor-Dean of Men	Mathematics	14	55	m	0	0
13	Secretary	Administration	5	45	f	0	0
46	Instructor	Social Science	2	31	m	0	0
47	Instructor	Business	9	39	m	0	0
48	Instructor	Industrial Arts	18	48	m	0	0
49	Secretary	Administration	7	47	f	0	0
14	Instructor	English	8	39	f	0	0
51	Instructor	English	13	48	f	0	0
52	Instructor	Economics	2	35	m	0	0
53	Instructor	Art	14	58	f	0	0
54	Instructor	Biology	2	31	m	0	0
55	Instructor	English	8	44	f	0	0
56	Instructor	Nursing	4	50	f	0	0
15	Instructor	History	1	31	m	0	0
58	Telephone Operator	Administration	4	46	f	0	0
59	Board Member					0	0
60	Board Member					0	0
61	Board Member					0	0
62	Board Member					0	0
16	Instructor	Speech	3	48	f	0	0
64	Board Member					0	0
17	Secretary	Library	4	43	f	0	0

science) of the 4 department chairmen in the first quarter, and none without a reliance weight. Of the 39 instructors, 9 were in the first quarter (3 social science and 4 English), and 13 had no reliance weight.

There were 14 professionals with more than 10 years service; of these, 2 were in the first quarter and 9 did not have a reliance weight. Of the 12 professionals with less than 3 years of service, 5 were in the first quarter and 3 were in the last.

The Attributed Influence Dimension

The attributed influence weights and personal factors concerning the members are presented in Table 6.

There were 132 nominations of attributed influence, an average of 2.3 for each of the members of the system. The Dean, with a weight of 37, was the highest. More than 60 per cent of the members nominated him. The Assistant Dean was second with 27 nominations, almost 50 per cent of the system; and the Registrar was third with 14 nominations. There were 8 other members of the system who had 2 or more nominations. There were 5 Board members and 43 members of the system who did not receive any nominations.

All 4 administrators whose duties involved the curriculum were in the first quarter; the Chairman of the Physical Education Department had not been nominated. There were 6 of the 39 instructors in the first quarter; the remaining 33 did not receive any nominations. None of the secretaries received any nominations.

There were 7 of the 14 professionals with more than 10 years service in the first quarter. None of the 12 professionals with less than 3 years of service received any nominations.

TABLE 6. THE ATTRIBUTED INFLUENCE WEIGHTS AND RANK; AND PERSONAL FACTORS CONCERNING THE MEMBERS OF THE COLLEGE 5 SYSTEM

Member	Position	Department	Years at College	Age	Sex	Rank	Weight	Scope 1	Scope 2	Scope 3
6	Assistant Dean	Psychology	8	42	m	1	65	14	16	18
50	Dean	Administration	12	54	m	2	64	19	27	21
18	Instructor	English	4	40	m	3	49	6	11	12
57	Chairman	English	9	53	m	3	49	6	10	13
21	Chairman	Social Science	11	43	f	5	46	5	6	13
8	Instructor	English	2	37	f	6	43	2	7	12
55	Instructor	English	2	44	f	6	43	3	8	11
32	Instructor	English	8	52	m	6	43	5	8	11
45	Instructor	Social Science	6	32	m	9	35	3	7	10
56	Instructor	Nursing	4	50	f	10	33	1	3	8
16	Instructor	Speech	3	48	f	10	33	2	3	9
15	Instructor	History	1	31	m	12	25	2	6	6
46	Instructor	Social Science	2	31	m	12	25	1	5	6
36	Director Evening School	Social Science	4	52	m	12	25	3	6	6
2	Instructor	Mathematics	7	43	m	15	21	3	6	7
4	Chairman	Mathematics	21	58	m	15	21	4	3	7
43	Instructor	Mathematics	4	53	m	15	21	6	7	7
42	Instructor	Mathematics	1	28	m	18	17	2	6	6
29	Instructor-Dean of Women	Business	6	35	f	18	17	2	1	3
22	Instructor	Mathematics	9	50	m	18	17	1	3	6
23	Instructor	Chemistry	14	51	m	18	17	3	6	6
30	Registrar	Administration	5	63	f	22	16	9	6	4
34	Instructor	Chemistry	2	39	m	23	15	2	5	4
52	Instructor	Economics	2	36	m	24	14	3	2	6
44	Instructor-Dean of Men	Mathematics	14	55	m	25	11	1	4	3
40	Instructor	Business	4	29	m	26	10	2	3	2
19	Instructor	Physical Education	15	56	f	27	4	4	3	2
38	Instructor	Physical Education	2	41	m	28	2	1	1	1
20	Chairman	Physical Education	13	53	m	29	2	1	1	1
14	Instructor	English	2	39	f	0	0	0	0	0
31	Instructor	Agriculture	17	57	m	0	0	0	0	0
5	Instructor	Mathematics	7	38	m	0	0	0	0	0
33	Secretary	Administration	1	22	f	0	0	0	0	0
3	Secretary	Administration	12	51	f	0	0	0	0	0
35	President	Administration	15	51	m	0	0	1	0	0
17	Secretary	Library	4	42	f	0	0	0	0	0
37	Business Manager	Administration	11	39	m	0	0	1	0	0
7	Secretary	Administration	2	33	m	0	0	0	0	0
39	Instructor	Science	4	40	m	0	0	0	0	0
1	Instructor	Biology	17	44	f	0	0	1	0	0
41	Librarian	Library	18	44	f	0	0	0	0	0
9	Secretary	Administration	5	54	f	0	0	0	0	0
10	Secretary	Administration	3	57	f	0	0	0	0	0
11	Secretary	Administration	1	40	f	0	0	0	0	0
12	Instructor	Music	13	38	m	0	0	0	0	0
24	Secretary	Administration	4	41	f	0	0	0	0	0
47	Instructor	Business	9	39	m	0	0	0	0	0
48	Instructor	Industrial Arts	18	46	m	0	0	0	0	0
49	Secretary	Administration	7	47	f	0	0	1	0	0
25	Secretary	Administration	6	47	f	0	0	0	0	0
51	Instructor	English	13	48	f	0	0	0	0	0
26	Instructor	English	2	33	m	0	0	0	0	0
53	Instructor	Art	14	58	f	0	0	0	0	0
54	Instructor	Biology	2	31	m	0	0	0	0	0
27	Instructor	Business	8	35	f	0	0	0	0	0
28	Secretary	Administration	11	53	f	0	0	0	0	0
13	Secretary	Administration	5	45	f	0	0	0	0	0
58	Telephone Operator	Administration	4	48	f	0	0	0	0	0
59	Board Member					0	0	0	0	0
60	Board Member					0	0	0	0	0
61	Board Member					0	0	0	0	0
62	Board Member					0	0	0	0	0
63	Board Member					0	0	0	0	0
64	Board Member					0	0	0	0	0
65	Board Member					0	0	0	0	0

The Influentials

Figure 4 depicts all of the members of the system, located by position. In addition, the most influential members in each dimension are shown.

The Chairman of the English Department (a 9 year veteran) was first in communications with a weight of 67 and a tertiary scope of 15. He was third in reliance, with a weight of 49 and a tertiary scope of 13. He was moderately related to a subgroup which included 5 instructors and the Registrar. Each of these persons attributed influence to him, and relied on him. He was seventh in attributed influence. It appeared that in this disjointed system he and the Chairman of the Social Science Department were most influential among the 4 large departments (social science, English, science, and mathematics), and that there was not a flow of influence which included the other members of the system.

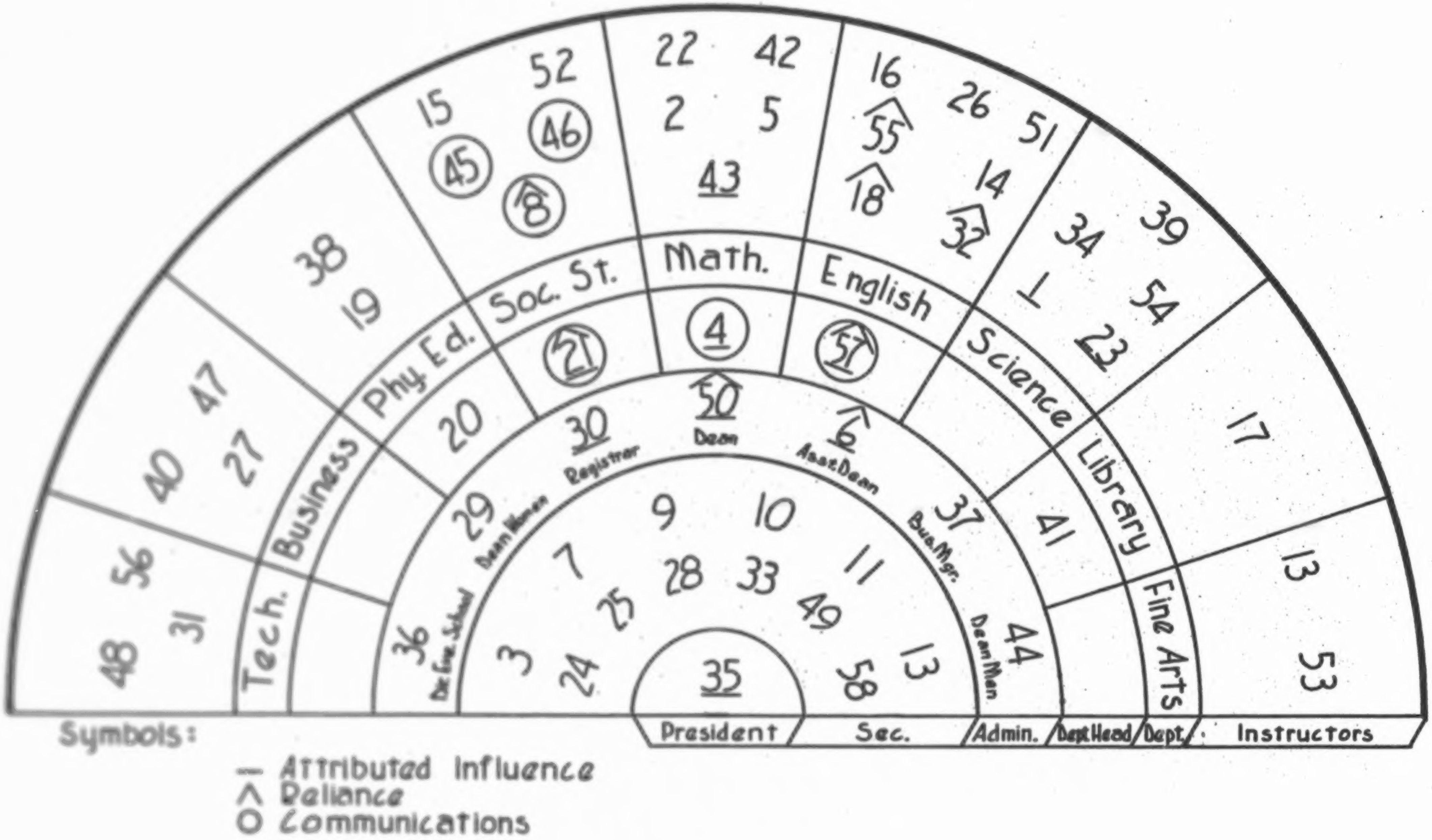
The Chairman of the Social Science Department was a middle-aged woman who had been with the college for 11 years. She was second in communications (with a weight of 56), fifth in reliance (with a weight of 46), and sixth in attributed influence (with a weight of 7). She was highly related to the Chairman of the English Department and to the Registrar.

The Dean, a middle-aged man who had been with the college for 12 years, was first in attributed influence and second in reliance. However, he was very low on communications, with a tertiary scope of 2 and a weight of 4.

The President appeared to be completely out of things.

FIGURE 4

THE STAFF OF COLLEGE 5 BY POSITION, AND
THE INFLUENTIALS IN EACH DIMENSION


President
Sec.
Admin.
Dept.Head
Dept.
Instructors
35
3
24
25
7
28
9
33
10
49
11
58
13
36
Dir.Eve.School
29
Dean Women
30
Registrar
50
Dean
6
Asst.Dean
37
Bus.Mgr.
44
Dean Men
20
21
4
57
41
Tech.
Business
Phy Ed.
Soc. St.
Math.
English
Science
Library
Fine Arts
48
31
56
40
27
47
38
19
15
45
52
46
8
22
42
2
5
43
16
55
18
26
51
14
32
34
39
1
54
23
17
13
53
Symbols:
— Attributed Influence
^ Reliance
O Communications

College 6

The Community

College 6 was located in a small city of nearly 30,000 inhabitants. It was in a highly industrialized area and within comuting distance of a large city. Many of the residents commuted to work in the city, so there was somewhat of a suburban atmosphere in Community 6. The median income per family was well above the average for the Southwest. A considerable number of the student body were residents of the nearby big city. The county in which College 6 was located was increasing in population at one of the fastest rates in the Southwest. The median school years completed by adults was almost 12; 45 per cent had completed high school.

The College

College 6 had been in operation for nearly 30 years. It was a part of the local public school system and it was governed by the same School Board. It shared some of the facilities of the local high school.

Three types of courses are offered: (1) college transfer; (2) terminal-vocational; and (3) adult. The emphasis was on the college transfer offerings. There were nearly 1,500 students enrolled.

The staff included 67 full-time members. There were 52 instructors, 4 administrators, 3 librarians, and a bookstore manager--a total of 60 professional and 7 non-professional personnel. Twenty of the professional personnel were women and 40 were men. Ten of the women and 7 of the men were over 50 years of age; none were under 30. There were 13 professionals with over 10 years of service, of whom 5 had been with the college for over 25 years. There were 2 members in their first year of service and a total of 9 in their first 3 years with the college.

The Authority Dimension

The responsibility for operation of the college was assigned by the Board of Education(elected by the people of the public school district) to the Superintendent-President, member 17 (Figure 5 shows the organizational chart).

The inclusion of the designation President in member 17's title appeared misleading to the author. Member 17's duties were those normally associated with a superintendency; his relations to the college corresponded to those of a superintendent to a high school in his district. To avoid confusion, member 17 will be referred to as the Superintendent.

The only staff official reporting to the Superintendent who was involved in college affairs was the Business Manager, member 74. The Superintendent concerned himself primarily with the business and public relations aspects of the college operation.

The Dean, member 57, was the chief executive of the college. The Superintendent assigned him responsibility for the internal operation of the college. His major concerns were the curriculum and staff management. The Dean had one staff assistant, the Registrar, member 15, who seemed to have evolved into a line assistant concerned with all internal affairs.

All departments had department chairmen who were responsible to the Dean in all matters. Including the library, there were 10 departments. The department chairmen and their departments were:

member 41 -- Science (10 members)
member 49 -- English (8 members)
member 8 -- Mathematics (7 members)
member 20 -- Business (6 members)

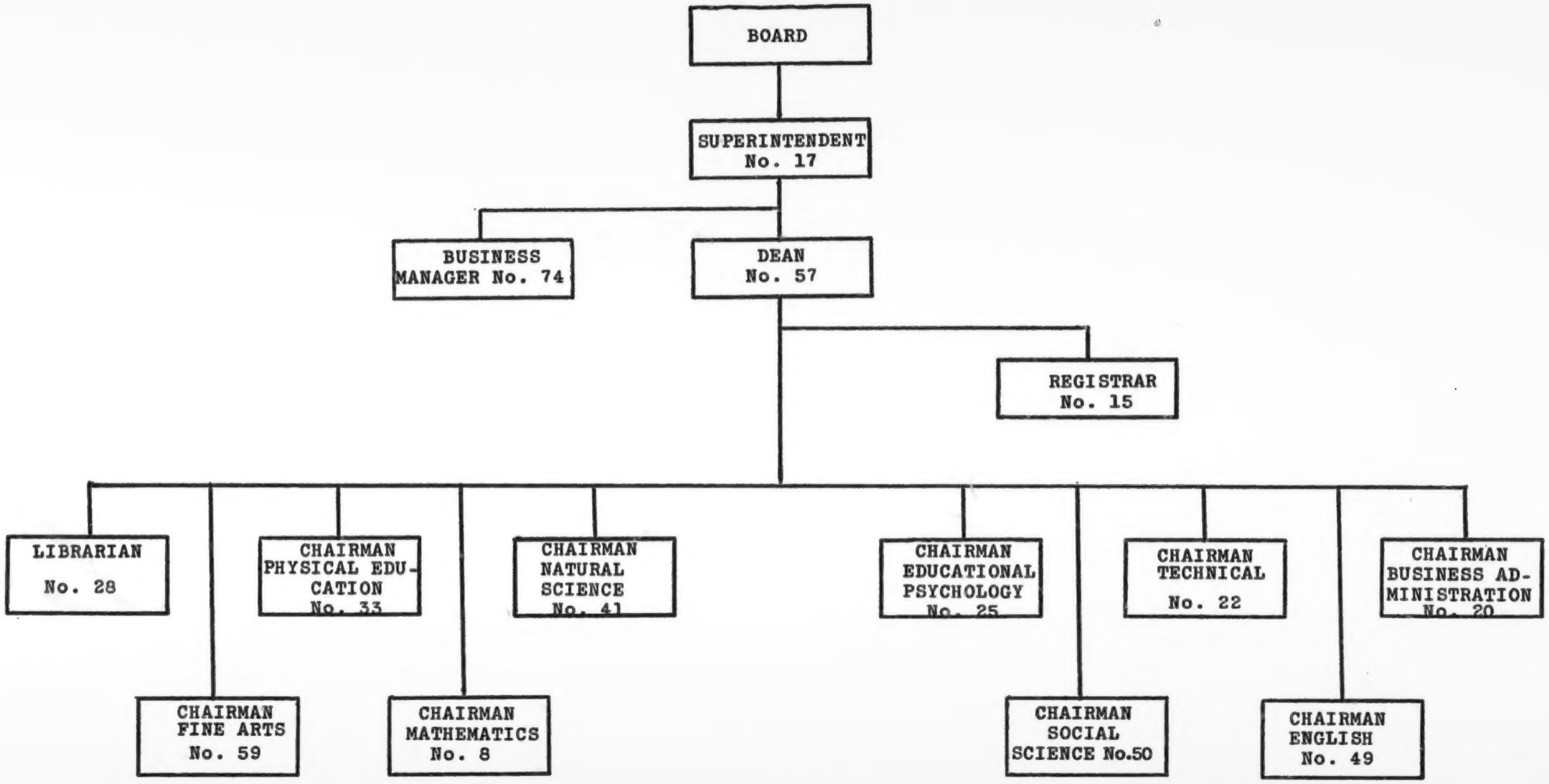

BOARD
SUPERINTENDENT No. 17
BUSINESS MANAGER No. 74
DEAN No. 57
REGISTRAR No. 15
LIBRARIAN No. 28
CHAIRMAN FINE ARTS No. 59
CHAIRMAN PHYSICAL EDU-CATION No. 33
CHAIRMAN MATHEMATICS No. 8
CHAIRMAN NATURAL SCIENCE No. 41
CHAIRMAN EDUCATIONAL PSYCHOLOGY No. 25
CHAIRMAN SOCIAL SCIENCE No.50
CHAIRMAN TECHNICAL No. 22
CHAIRMAN ENGLISH No. 49
CHAIRMAN BUSINESS AD-MINISTRATION No. 20

FIGURE 5. THE ORGANIZATIONAL CHART OF COLLEGE 6.

member 58 -- Social Studies (6 members)
member 59 -- Fine Arts (4 members)
member 28 -- Library (4 members)
member 22 -- Technical (4 members)
member 25 -- Education and Psychology (3 members)
member 33 -- Physical Education (3 members)

The department chairmen appeared to enjoy a relatively high degree of autonomy in planning departmental curriculums.

There were 6 clerical personnel.

The Communications Dimension

The communications links.--There were a total of 386 indications of existing communications. Of these, 176, or 45 per cent, were reciprocated. The average number of validated communications links per member was 2.6.

Member 25, the Chairman of the Education and Psychology Department, had 18 communications links. This was 7 more than member 58, the Chairman of the Social Studies Department, who was second with 11 links. The Chairman of the English Department, member 18, was third with 9 links. Six other members (the Dean, member 57; the Director of the Technical Department, member 22; the Chairman of the Science Department, member 41; a science instructor, member 66; and 2 social studies instructors, members 64 and 3) had more than 5 links.

There were 15 members who had no links; they included: (1) the Superintendent, member 17; (2) the Bookstore Manager, member 26; (3) 2 librarians, members 6 and 56; (4) 5 instructors; and (5) all 6 clerical personnel.

The communications weights and scopes.--The communications weights; the primary, secondary, and tertiary scopes; and personal factors concerning the members are

TABLE 7. THE COMMUNICATIONS WEIGHTS AND RANKS; THE PRIMARY, SECONDARY, AND TERTIARY COMMUNICATIONS SCOPES; AND PERSONAL FACTORS CONCERNING THE MEMBERS OF THE COLLEGE 6 SYSTEM

Member	Position	Department	Years at College	Age	Sex	Rank	Weight	Scope		
								1	2	3
25	Chairman	Educational Psychology	8	41	m	1	672	13	34	46
58	Chairman	Social Studies	10	39	m	2	473	11	27	45
64	Instructor	Social Studies	11	41	m	3	366	8	28	45
3	Instructor	Social Studies	4	35	m	4	310	8	24	43
57	Dean	Administration	29	60	m	5	273	8	34	42
45	Instructor	Social Studies	6	36	m	6	251	4	24	37
18	Instructor	English	7	37	m	7	227	4	27	39
22	Chairman	Technical	3	34	m	8	223	7	29	48
66	Instructor	Science	1	31	m	9	212	6	27	39
49	Chairman	English	27	54	f	10	208	3	13	38
46	Instructor	Science	30	69	m	11	203	4	23	39
33	Chairman	Physical Education	13	38	m	12	192	4	23	44
63	Instructor	Physical Education	4	30	m	13	175	3	21	35
2	Instructor	Social Studies	6	58	m	14	169	3	22	32
15	Registrar	Administration	5	53	f	14	169	3	27	39
29	Instructor	Art	6	34	m	16	144	2	21	36
12	Instructor	Mathematics	6	32	m	17	140	3	24	40
19	Instructor	Science	5	36	m	18	116	2	19	36
36	Instructor	Physical Education	5	49	f	19	113	2	19	36
41	Chairman	Science	21	54	m	20	89	6	9	30
27	Instructor	Mathematics	10	45	m	21	85	3	13	31
28	Librarian-Chairman	Library	7	51	f	22	84	2	17	34
62	Instructor	Educational Psychology	5	39	f	23	82	1	18	34
24	Instructor	English	10	34	f	24	74	2	16	29
50	Instructor	Nursing	2	51	f	24	74	4	8	29
52	Instructor	Nursing	2	48	f	26	70	3	9	29
60	Instructor	Nursing	1	52	f	26	70	2	9	29
20	Chairman	Business	6	44	m	28	68	3	9	36
51	Instructor	Science	7	41	m	29	65	3	11	27
65	Instructor	Social Science	6	47	m	30	62	1	11	27
59	Chairman	Fine Arts	5	41	m	31	60	2	9	35
32	Instructor	Business	7	36	m	32	57	2	10	27
53	Instructor	Science	3	30	m	33	55	2	7	25
8	Chairman	Mathematics	28	54	m	33	55	1	8	34
40	Instructor	English	9	50	f	35	49	1	8	23
55	Instructor	English	4	36	m	36	36	2	10	20
38	Instructor	English	6	59	m	36	36	2	10	20
13	Instructor	Fine Arts	1	29	f	38	32	2	11	15
5	Instructor	Business	12	63	f	39	26	3	5	14
7	Instructor	Business	9	36	m	39	26	3	6	14
16	Insturctor	English	15	46	f	41	25	1	9	13
39	Instructor	Science	6	45	m	41	25	1	9	13
23	Instructor	English	7	38	m	41	25	3	5	14
54	Librarian	Library	7	50	f	44	19	1	2	17
34	Instructor	Business	6	42	m	45	18	2	3	10
61	Instructor	Fine Arts	4	41	m	46	17	2	4	11
37	Instructor	Science	6	44	m	47	15	1	6	9
42	Instructor	Science	3	40	m	47	15	1	6	9
30	Instructor	Science	8	39	m	47	15	1	6	9
44	Secretary	Technical	3	42	f	50	14	1	4	8
9	Instructor	Business	4	43	f	51	13	2	3	5
11	Secretary	Administration	3	43	f	0	0	0	0	0
4	Instructor	Mathematics	3	35	m	0	0	0	0	0
1	Secretary	Administration	4	42	f	0	0	0	0	0
21	Secretary	Library	1	48	f	0	0	0	0	0
56	Librarian	Library	5	60	f	0	0	0	0	0
31	Clerk	Administration	3	43	f	0	0	0	0	0
43	Instructor	Mathematics	3	39	f	0	0	0	0	0
14	Secretary	Administration	4	26	f	0	0	0	0	0
6	Librarian	Library	4	42	f	0	0	0	0	0
10	Instructor	Mathematics	5	39	m	0	0	0	0	0
47	Instructor	Mathematics	15	56	f	0	0	0	0	0
48	Instructor	Educational Psychology	7	35	m	0	0	0	0	0
35	Secretary	Administration	9	42	f	0	0	0	0	0
17	Superintendent	Administration	10	58	m	0	0	0	0	0
26	Book Store Manager	Administration	1	58	m	0	0	0	0	0
67	Board Member					0	0	0	0	0
68	Board Member					0	0	0	0	0
69	Board Member					0	0	0	0	0
70	Board Member					0	0	0	0	0
71	Board Member					0	0	0	0	0
72	Board Member					0	0	0	0	0
73	Board Member					0	0	0	0	0
74	Business Manager	Administration	26	60	f	0	0	0	0	0

presented in Table 7.

Member 25, the Chairman of the Education and Psychology Department, had a weight of 672, almost 200 more than any other member. The next 4 positions were clearly distinguishable. Member 58, the Chairman of the Social Studies Department, had a weight of 473, and was second. Member 64, a social science teacher, had a weight of 386, and was third. Member 3, a social science teacher, had a weight of 310, and was fourth. The Dean, member 57, had a weight of 273, and was fifth. The Chairman of the Education and Psychology Department, a 41 year old, 8 year veteran of the college, was a key figure. He had primary links with the 9 members who had the highest weights. All of these 9 members were men, and all except the Dean were in their 30's; 4 were in the Social Studies Department.

The networks of communications were well developed. The Chairman of the Education and Psychology Department and the Director of the Technical Department, member 22, each had a tertiary scope of 48 members. Twenty-three members had tertiary scopes which included at least half of the members (34).

All 3 of the administrators who were not involved in curriculum affairs (the Superintendent, member 17; the Business Manager, member 74; and the Bookstore Manager, member 26) were in the last quarter, with weights and tertiary scopes of zero. Both of the administrators who were involved with the curriculum (the Dean and the Registrar, member 15) were in the first quarter.

Of the 9 department chairmen, 4 (education and psychology, social studies, English, and physical education) were in the first quarter and none were in the last quarter. Nine of the 52 instructors were in the first quarter, and 5 were in the last quarter.

All of the 6 clerical personnel were in the last quarter.

Of the 13 professionals with over 10 years of service, 6 were in the first quarter and 2 were in the last. Two of the 9 professionals with less than 3 years of service were in the first quarter, and 2 were in the last.

The subgroups.--The communications networks in College 6 were well developed; the whole system seemed to be well integrated into a single, broad pattern.

There was one main flow of communications with 29 members in it. These included: (1) the Dean; (2) the Registrar; (3) 2 librarians (members 28 and 54); (4) 7 of the 9 department chairmen (physical education, social science, education and psychology, technical, mathematics, fine arts, and English); and (5) 18 instructors. All 6 members of the Social Science Department were in the main flow. More than half of the persons in the flow were highly integrated and could be called central persons. The chairmen of 3 departments (English, social science, and education and psychology), along with an English instructor, member 18, appeared to be the key figures. The 19 persons with the highest communications weights were all in the flow.

There were 5 subgroups, 4 of which were strongly connected to the main flow.

Subgroup 1 had 8 members. The Chairman of the Technical Department and the 3 nursing instructors formed the core of this group. It also included 2 mathematics instructors (members 12 and 27), the Dean, and the Chairman of the Education and Psychology Department. This subgroup was tied to the main flow by

4 members (member 27, the Dean, the Chairman of the Technical Department, and the Chairman of the Education and Psychology Department). Member 27 also tied this subgroup to Subgroup 3 (mostly science department personnel); the Dean tied this subgroup to Subgroup 2 (mostly English department personnel).

Subgroup 2 contained 9 members. The Chairman of the English Department was the central person in this subgroup, being highly related to each of the other members. In addition to her, the subgroup included: (1) the Dean; (2) the Registrar; (3) member 13, a fine arts instructor; (4) member 39, a science instructor; and (5) 4 English instructors, members 55, 16, 18, and 24. This subgroup was tied to the main flow by 4 members (the Dean, the Registrar, the Chairman of the English Department, and member 18). The Dean tied it to Subgroup 1.

Subgroup 3 had 4 members; the Chairman of the Science Department, 2 science instructors (members 51 and 53), and a mathematics instructor, member 27. Member 51 and the Chairman of the Science Department were the central figures. All but the Chairman of the Science Department were in the main flow. Member 27 tied this subgroup to Subgroup 1.

Subgroup 4 had 4 members, and was completely contained in the main flow. The members included the Chairman of the Physical Education Department and 3 social science instructors, members 3, 2, and 64.

Subgroup 5 had 3 members. They were all low in communications weights, and were all instructors of business (members 5, 9, and 34). They were not connected to the main flow.

The subgroups and the main flow accounted for a total of 42 members of the system.

The Reliance Dimension

The reliance links.--There were 207 reliance links, or an average of 2.8 per member (including the Board). The Dean had 21 links. Member 41, the Chairman of the Science Department was second with 15. Two members had 9 each--member 49, the Chairman of the English Department, and member 18, an instructor of English. Approximately one-third (24) of the members were relied on by at least 3 other members. Of the 74 members, only 17 had no one relying on them, and this included only 2 instructors (member 29 and member 13, fine arts instructors). The others with no links were: (1) the 7 Board members; (2) the 4 library personnel; (3) 4 of the 6 clerical personnel.

The reliance weights and scopes.--The reliance weights and ranks; the primary, secondary, and tertiary scopes; and personal factors concerning the members are presented in Table 8.

The reliance networks in College 6 were well developed. There were 33 members who had higher weights than any member in College 5. The first 7 members all had tertiary scopes which included at least half of the system (37 members). The Chairman of the Science Department had the highest weight and tertiary scope--weight 195; scope 42. He was followed closely by the Chairman of the Social Science Department (member 58), 3 instructors of social science (members 3, 64, and 2), and the Dean--each with a tertiary scope of 37 to 40, and a weight of 159-188. There were 30 members with tertiary scopes that included at least one-fourth (18) of the members of the system, and 46 members with tertiary scopes of at least 10. There was every indication that the reliance networks were highly integrated, with the Chairman of the Science

TABLE 6. THE RELIANCE WEIGHTS AND RANKS; THE PRIMARY, SECONDARY, AND TERTIARY RELIANCE SCOPES; AND PERSONAL FACTORS CONCERNING THE MEMBERS OF THE COLLEGE 6 SYSTEM

Member	Position	Department	Years at College	Age	Sex	Rank	Weight	Scope		
								1	2	3
41	Chairman	Science	21	54	m	1	195	15	31	42
58	Chairman	Social Science	10	39	m	2	188	4	33	40
3	Instructor	Social Science	4	35	m	3	182	6	21	38
64	Instructor	Social Science	11	41	m	4	179	7	24	40
2	Instructor	Social Science	6	58	m	5	170	5	21	37
57	Dean	Administration	29	60	m	6	163	21	25	39
49	Chairman	English	27	54	f	7	159	9	25	39
30	Instructor	Science	8	39	m	8	155	2	16	13
8	Chairman	Mathematics	28	54	m	9	154	6	28	34
32	Instructor	Business	7	36	m	10	149	4	16	33
59	Chairman	Fine Arts	5	41	m	11	147	4	22	31
17	Superintendent	Administrator	10	58	m	12	135	2	12	32
42	Instructor	Science	3	40	m	13	134	4	19	32
65	Instructor	Social Science	6	47	m	13	134	3	11	27
18	Instructor	English	7	37	m	15	128	9	25	29
33	Chairman	Physical Education	13	38	m	16	126	5	24	28
39	Instructor	Science	6	45	m	17	122	1	15	31
7	Instructor	Business	9	36	m	18	121	3	10	23
25	Chairman	Education and Psychology	8	41	m	19	117	6	11	24
40	Instructor	English	9	50	f	20	115	4	12	28
19	Instructor	Science	5	36	m	21	109	5	14	27
5	Instructor	Business	12	63	f	22	108	4	10	25
9	Instructor	Business	4	43	f	23	100	2	8	28
4	Instructor	Mathematics	3	35	m	23	100	3	9	27
23	Instructor	English	7	38	m	25	99	3	6	23
63	Instructor	Physical Education	4	30	m	26	98	3	7	25
61	Instructor	Fine Arts	4	41	m	27	95	2	11	26
15	Registrar	Administration	5	53	f	27	95	8	10	20
36	Instructor	Physical Education	5	49	f	29	86	2	8	25
45	Instructor	Social Science	6	36	m	30	73	3	8	14
37	Instructor	Science	6	44	m	31	69	2	8	20
34	Instructor	Business	6	42	m	32	68	2	6	17
35	Secretary	Administration	9	42	f	33	67	2	2	12
22	Director	Technical	3	34	m	34	60	4	12	15
51	Instructor	Science	7	41	m	35	58	4	11	15
48	Instructor	Education and Psychology	7	35	m	35	58	2	11	14
46	Instructor	Science	30	69	m	37	57	1	5	14
43	Instructor	Mathematics	3	39	f	38	53	2	5	9
47	Instructor	Mathematics	15	56	f	38	53	2	4	10
24	Instructor	English	10	34	f	40	46	3	7	14
62	Instructor	Education and Psychology	5	39	f	41	45	2	6	11
10	Instructor	Mathematics	5	39	m	42	44	2	3	9
53	Instructor	Science	3	30	m	43	39	2	5	12
66	Instructor	Science	1	31	m	43	39	2	5	12
12	Instructor	Mathematics	6	32	m	45	38	2	5	14
16	Instructor	English	15	46	f	46	33	2	5	12
21	Secretary	Library	1	48	f	47	31	1	4	12
26	Book Store Manager	Administration	1	58	f	47	31	1	4	12
20	Chairman	Business	6	44	m	47	31	1	2	6
27	Instructor	Mathematics	10	45	m	50	22	1	2	5
1	Secretary	Administration	4	42	f	51	19	1	1	4
74	Business Manager	Administration	26	60	f	51	19	3	1	4
60	Instructor	Nursing	1	52	f	53	8	2	3	2
52	Instructor	Nursing	2	48	f	53	8	2	2	3
50	Instructor	Nursing	2	51	f	55	5	1	2	2
55	Instructor	English	4	36	m	56	2	1	2	2
38	Instructor	English	6	59	m	56	2	1	1	1
14	Secretary	Administration	4	26	f	0	0	0	0	0
11	Secretary	Administration	3	43	f	0	0	0	0	0
28	Librarian	Library	7	51	f	0	0	0	0	0
29	Instructor	Art	6	34	m	0	0	0	0	0
44	Secretary	Technical	3	42	f	0	0	0	0	0
6	Librarian	Library	4	42	f	0	0	0	0	0
54	Librarian	Library	7	50	f	0	0	0	0	0
31	Clerk	Administration	3	43	f	0	0	0	0	0
56	Librarian	Library	5	60	f	0	0	0	0	0
67	Board Member					0	0	0	0	0
68	Board Member					0	0	0	0	0
69	Board Member					0	0	0	0	0
70	Board Member					0	0	0	0	0
71	Board Member					0	0	0	0	0
72	Board Member					0	0	0	0	0
73	Board Member					0	0	0	0	0
13	Instructor	Fine Arts	1	29	f	0	0	0	0	0

Department, the Chairman of the Social Science Department, and the Dean being the key figures.

The Dean ranked very high, while the Registrar (the other official concerned with the curriculum) was ranked twenty-seventh. The Superintendent was in the first quarter, gaining his value through the Dean. The other administrators whose duties did not involve the curriculum, the Business Manager and the Bookstore Manager, were in the third quarter.

Of the 9 department chairmen, 7 (science, social science, English, mathematics, fine arts, and education and psychology) were in the first quarter; none were in the last quarter. There were 10 of the 52 instructors in the first quarter and only 2 in the last. The networks tended to develop along departmental lines, including virtually all instructors, and having numerous interconnections, primarily through the department chairmen.

Of the 6 clerical personnel, 4 were in the last quarter; none were in the first.

There were 13 professional personnel with over 10 years service; 7 were in the first quarter, and none were in the last. There were 9 professionals in their first 3 years of service; one was in the first quarter, and one was in the last.

The Attributed Influence Dimension

The attributed influence weights and personal factors concerning the members are presented in Table 9.

There were 184 nominations of attributed influence, an average of 2.7 for each member. The Dean, with a weight of 51, was by far the highest. More than 75 per cent of the members of the system attributed influence to him. The Chairman of the Science Department

TABLE 9. THE ATTRIBUTED INFLUENCE WEIGHTS AND RANKS; AND PERSONAL FACTORS CONCERNING THE MEMEBERS OF THE COLLEGE 6 SYSTEM

Member	Position	Department	Years at College	Age	Sex	Rank	Weight
57	Dean	Administration	29	60	m	1	51
41	Chairman	Science	21	54	m	2	21
58	Chairman	Social Science	10	39	m	3	12
22	Director	Technical	3	34	m	4	10
49	Chairman	English	27	54	f	5	9
8	Chairman	Mathematics	28	54	m	6	8
59	Chariman	Fine Arts	5	41	m	7	6
64	Instructor	Social Science	11	41	m	8	5
15	Registrar	Administration	5	53	f	9	4
18	Instructor	English	7	37	m	9	4
20	Chariman	Business	6	44	m	9	4
2	Instructor	Social Science	6	58	m	9	4
25	Chairman	Education Psychology	8	41	m	9	4
33	Chairman	Physical Education	13	38	m	9	4
5	Instructor	Business	12	63	f	16	3
51	Instructor	Science	7	41	m	16	3
40	Instructor	English	9	50	f	18	2
17	Superintendent	Administration	10	58	m	18	2
23	Instructor	English	7	38	m	18	2
61	Instructor	Fine Arts	4	41	m	18	2
39	Instructor	Science	6	45	m	18	2
48	Instructor	Educational Psychology	7	35	m	23	1
14	Secretary	Administration	4	26	f	23	1
50	Instructor	Nursing	2	51	f	23	1
36	Instructor	Physical Education	5	49	f	23	1
52	Instructor	Nursing	2	48	f	23	1
55	Instructor	English	4	36	m	23	1
37	Instructor	Science	6	44	m	23	1
38	Instructor	English	6	59	m	23	1
24	Instructor	English	10	34	f	23	1
60	Instructor	Nursing	1	52	f	23	1
16	Instructor	English	15	46	f	23	1
62	Instructor	Education Psychology	5	39	f	23	1
63	Instructor	Physical Education	4	30	m	23	1
28	Librarian	Library	7	51	f	23	1
65	Instructor	Social Science	6	47	m	23	1
67	Board Member					23	1
68	Board Member					23	1
69	Board Member					23	1
70	Board Member					23	1
71	Board Member					23	1
72	Board Member					23	1
73	Board Member					23	1
44	Secretary	Technical	3	42	f	0	0
45	Instructor	Social Science	6	36	m	0	0
46	Instructor	Science	30	69	m	0	0
47	Instructor	Mathematics	15	56	f	0	0
10	Instructor	Mathematics	5	39	m	0	0
11	Secretary	Administration	3	43	f	0	0
12	Instructor	Mathematics	6	32	m	0	0
13	Instructor	Fine Arts	1	29	f	0	0
26	Book Store Manager	Administration	1	58	f	0	0
53	Instructor	Science	3	30	m	0	0
54	Librarian	Library	7	50	f	0	0
27	Instructor	Mathematics	10	45	m	0	0
56	Librarian	Library	5	60	f	0	0
4	Instructor	Mathematics	3	35	m	0	0
29	Instructor	Art	6	34	m	0	0
30	Instructor	Science	8	39	m	0	0
31	Clerk	Administration	3	43	f	0	0
32	Instructor	Business	7	36	m	0	0
1	Secretary	Administration	4	42	f	0	0
34	Instructor	Business	6	42	m	0	0
35	Secretary	Administration	9	42	f	0	0
6	Librarian	Library	4	42	f	0	0
66	Instructor	Science	1	31	m	0	0
7	Instructor	Business	9	36	m	0	0
3	Instructor	Social Science	4	35	m	0	0
19	Instructor	Science	5	36	m	0	0
9	Instructor	Business	4	43	f	0	0
21	Secretary	Library	1	48	f	0	0
42	Instructor	Science	3	40	m	0	0
43	Instructor	Mathematics	3	39	f	0	0
74	Business Manager	Administration	26	60	F	0	0

was next with 21 nominations, almost 30 per cent of the system. There were 12 other members who received at least 4 nominations; and 31 members who were not nominated. The 7 Board members each had 1 nomination--from the Superintendent.

Both administrators whose duties involved the curriculum (the Dean and the Registrar) were in the top quarter. The Superintendent was in the second quarter, while the other 2 administrators whose duties did not involve the curriculum (the Business Manager and the Bookstore Manager) did not receive any nominations. All 9 department chairmen were in the first quarter. Of the 6 clerical personnel, 5 were in the last quarter; member 14, a secretary, was in the second quarter.

Of the 13 professionals who had been with the college for more than 10 years, 8 were in the first quarter and 3 were not nominated. None of the 9 professionals with less than 3 years service were in the first quarter; 8 did not receive any nominations.

The Influentials

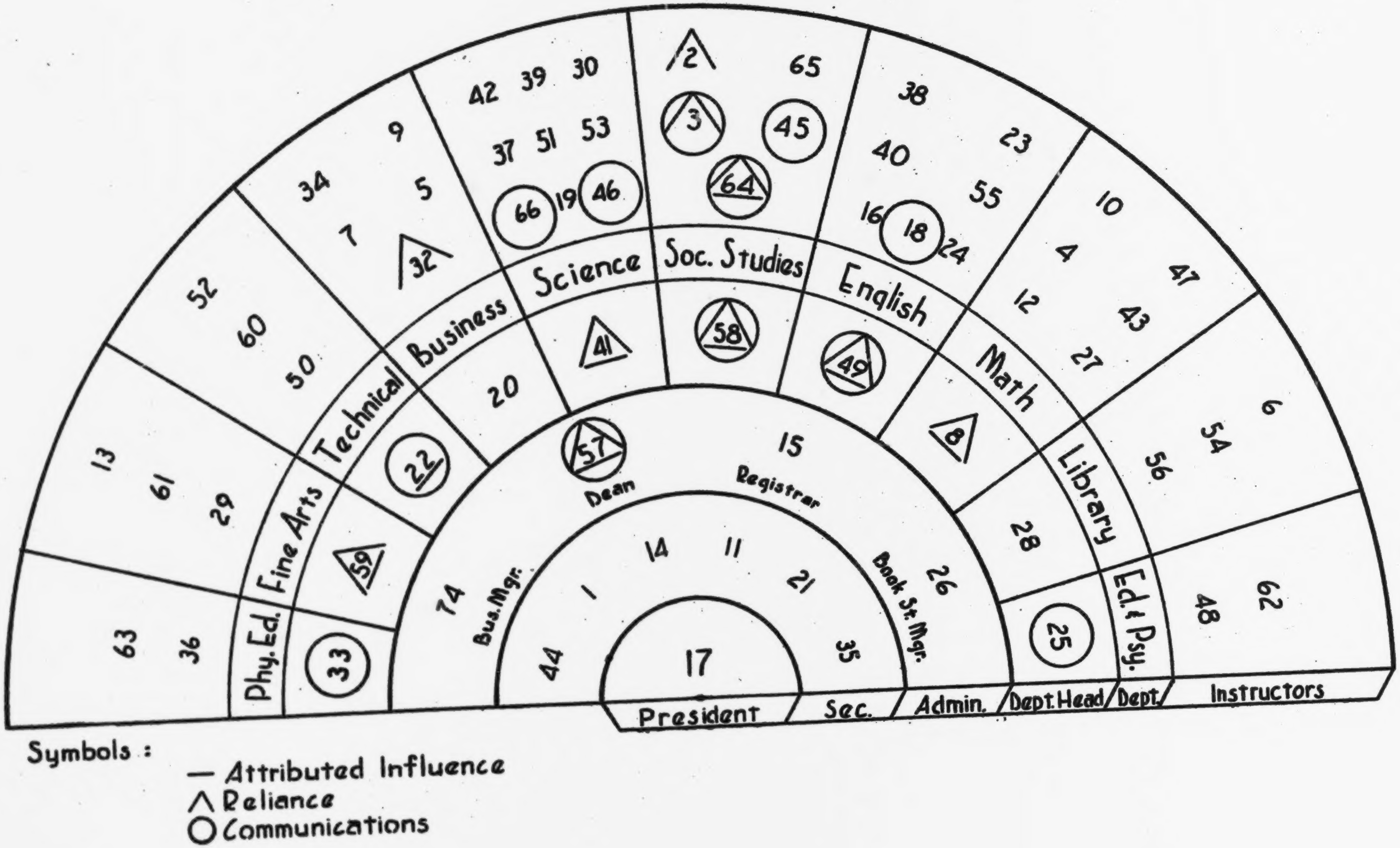
Figure 6 depicts all of the members of the system, located by position. In addition, the most influential members in each dimension are shown.

The whole influence structure of College 6 appeared to be well developed. The department chairmen were almost all high in every dimension. The Dean and the Chairmen of the departments of social science, science, and education and psychology were the central figures.

The Dean was an older man with 29 years of experience at the college. He had more than double the attributed influence of any other member--a weight of 51. In reliance, although sixth in weight, he had a tertiary scope of 39, and the highest primary scope--21.

FIGURE 8

THE STAFF OF COLLEGE 6 BY POSITION, AND
THE INFLUENTIALS IN EACH DIMENSION



63
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43
12
27
6
54
56
62
48
Phy. Ed.
Fine Arts
Technical
Business
Science
Soc. Studies
English
Math
Library
Ed. & Psy.
33
59
22
20
41
58
49
8
28
25
74
57
15
Bus. Mgr.
Dean
Registrar
Book St. Mgr.
26
44
1
14
11
21
35
17
President
Sec.
Admin.
Dept. Head
Dept.
Instructors
Symbols :
— Attributed Influence
△ Reliance
○ Communications

He ranked fifth in communications with a substantial development--a weight of 273 and a tertiary scope of 42. Although not the key figure in the main flow of communications, he was highly integrated into it, and tied Subgroup 1 (8 members) and Subgroup 2 (9 members) to the main flow. If his relationships into the key Social Science Department had been stronger, his communications weight would have been higher.

The Chairman of the Education and Psychology Department was a man with 8 years experience at the college. He ranked only moderately high in reliance and attributed influence. In communications, he was the key figure. He was well established in the main flow and was particularly important because of some relationship into every subgroup. He had more links outside of the main flow than any other person who was well integrated into it. He had a communications weight of 672.

The Chairman of the Social Science Department was a man with 10 years experience at the college. He had strong relationships, in all dimensions, with the members of his department, who in turn were highly integrated into the influence structure, thus, spreading his influence over a sizable portion of the system. He ranked second in communications, with a weight of 473 and a tertiary scope of 45; second in reliance, with a weight of 188, and a scope of 40; and third in attributed influence with a weight of 12.

The Chairman of the Science Department was a man with 21 years experience at the college. He was a fringe member of the main flow, and the central figure in a subgroup of science and mathematics instructors. He ranked in the second quarter in communications. He was first in reliance, with a weight of 195 and a tertiary scope of 42; and second in attributed influence with a weight of 21. Most of his values came from high relationships with mathematics and science personnel.

College 7

The Community

College 7 was located in a rural community with some industrial development in a nearby small city. The median income per family unit was considerably above the average of the Southwest. The families were almost equally split between those living in the town, and those living on farms. In considering the community in which this college is located, the whose county must be included. Cattle rank high in economic importance to this community, with rice, cotton, and small grains also being grown. The area was within 75 miles (on a good highway) from a large city. The population was increasing at about the same rate as other nearby communities. The median school years completed by adults was more than 10; approximately 40 per cent had completed high school.

The College

College 7 had been in operation for more than 10 years. It was part of the local public school system, and it was governed by the same school board as the public schools.

College transfer, technical, and vocational courses were offered. The college transfer programs were stressed.

The Staff

The staff was made up of 36 full-time personnel. There were 27 instructors, 6 administrators, 2 clerical workers, and 1 librarian--a total of 34 professional and 2 non-professional personnel. Eleven of the professionals were women and 23 were men. There were 4 professional women and 3 professional men over 50 years of age; and 2 women and 1 man under 30. Among the professional personnel, 9 had been with the college for over 10 years and 11 had been with the college less than 3 years; 3 were in their first year.

The Authority Dimension

The responsibility for operation of the college was assigned by the Board of Education (elected by the people of the public school district) to the Superintendent-president were those usually associated with a superintendency. Therefore, to avoid confusion, the designation Superintendent was used for member 36.

The only staff officials concerned with college operations and reporting to the Superintendent were the Business Manager, member 4, and the Director of Maintenance, member 22. The Superintendent attended primarily to the business, plant, and public relations aspects of the college operation.

The Dean, member 24, was the chief executive officer of the college. The Superintendent assigned him responsibility for the internal operations of the college. The Dean had delegated to the Assistant Dean-Registrar, member 27, line responsibility for curriculum development and faculty relations in curriculum matters. The official, other than the Assistant Dean-Registrar, reporting to the Dean was the Director of Adult Education, member 19. The Director of Adult Education was responsible for the development of the evening program. The department chairmen and faculty reported to the Assistant Dean-Registrar on curriculum matters.

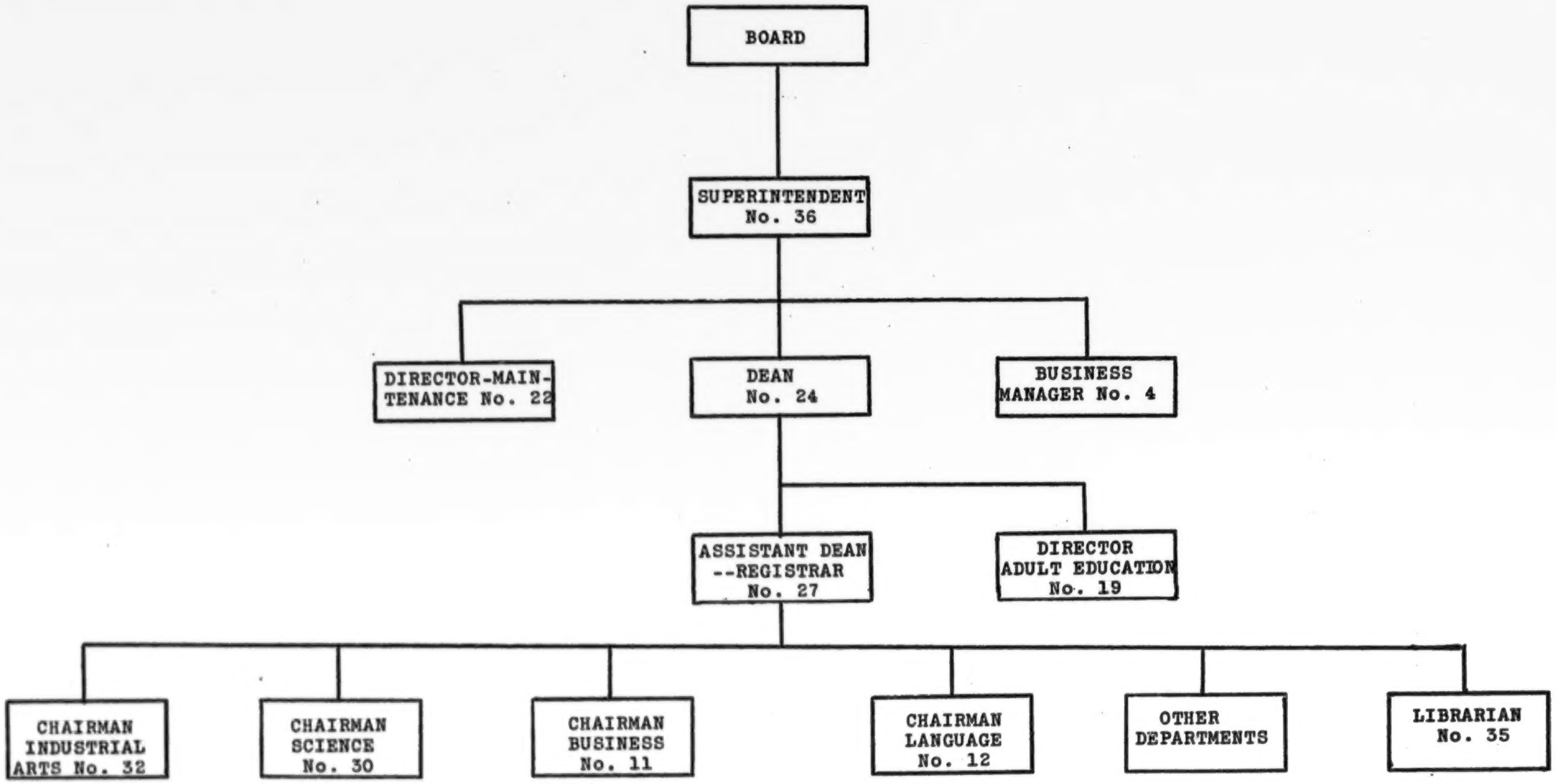

BOARD
SUPERINTENDENT No. 36
DIRECTOR-MAINTENANCE No. 22
DEAN No. 24
BUSINESS MANAGER No. 4
ASSISTANT DEAN --REGISTRAR No. 27
DIRECTOR ADULT EDUCATION No. 19
CHAIRMAN INDUSTRIAL ARTS No. 32
CHAIRMAN SCIENCE No. 30
CHAIRMAN BUSINESS No. 11
CHAIRMAN LANGUAGE No. 12
OTHER DEPARTMENTS
LIBRARIAN No. 35

FIGURE 7. THE ORGANIZATIONAL CHART OF COLLEGE 7.

Including the library, there were 9 departments, 4 of which had department chairmen. The department chairmen and their departments were:

member 12 -- Language (5 members)
member 11 -- Business (4 members)
member 30 -- Science (4 members)
member 32 -- Industrial Arts (3 members)

The department chairmen worked closely with the Assistant Dean-Registrar in reaching decisions concerning the curriculum.

The departments without chairmen were:

Mathematics -- 4 members
Fine Arts -- 2 members
Physical Education -- 2 members
Social Science -- 2 members

There were 3 members who were clerical personnel.

The Communications Dimension

The communications links.--There were 171 indications of communications links. Of these, 42, or 24 per cent, were reciprocated; an average of 1.1 validated communications links per member. Both the average number of validated communications links and the percentage of reciprocated choices was the lowest of the colleges studied.

The Dean, member 24, had 8 communications links, and member 6, a social science instructor, had 6. There were 3 members with 3 links each; they were: (1) the Director of the Evening School, member 19; (2) a social science instructor, member 17; and (3) a math instructor, member 23. Seven members had 2 links each; these included: (1) the Superintendent, member 36; (2) the Registrar, member 27; (3) 3 department chairmen (language, physics, and business) ; and (4) 2 instructors.

There were 21 members (55 per cent of the system) who did not have any links; these included: (1) the Business Manager, member 3; (2) the Director of Maintenance, member 22; (3) 15 of the 27 instructors; (4) the librarian, member 35; and (5) 2 of the 3 clerical personnel.

The communications weights and scopes.--The communications weights and ranks; the primary, secondary, and tertiary scopes; and personal factors concerning the members are presented in Table 10. Although there were only 17 of the 38 members with communications links, the networks among these members were well developed. There were no retrogressive network developments, and several of the members had weights which were relatively high, considering the number of members involved in the networks.

The Dean, member 24, was first, with a weight of 100. He had a tertiary scope of 13, which was exceeded by five members who had tertiary scopes of 14. Member 6, a social science instructor, was second with a weight of 78. After these, the scores became more bunched. Member 19, the Director of the Evening School, was third with a weight of 51; and member 17, a social science instructor, was fourth with a weight of 45. The greatest relationship developed between the Dean and member 6--a value of 14 at the tertiary level. They each had primary links with all but one of the other members of the top 6. For the Dean, that member was member 17; for member 6, it was the Superintendent. These persons were the key members in the communications dimension. If any member had a primary link with either of them, his weight was high.

There were 3 administrators whose duties did not

TABLE 10. THE COMMUNICATIONS WEIGHTS AND RANKS; THE PRIMARY, SECONDARY, AND TERTIARY COMMUNICATION SCOPES; AND PERSONAL FACTORS CONCERNING THE MEMBERS OF THE COLLEGE 7 SYSTEM

Member	Position	Department	Years at College	Age	Sex	Rank	Weight	Scope		
								1	2	3
24	Dean	Administration	14	60	m	2	78	6	11	13
6	Instructor	Social Science	4	39	m	2	78	6	11	1[illegible]
19	Director Evening School	Administration	4	45	m	3	51	3	12	14
17	Instructor	Social Science	2	27	m	4	45	3	7	12
36	Superintendent	Administration	9	47	m	5	40	2	12	14
23	Instructor	Mathematics	5	32	m	6	37	3	9	14
27	Registrar	Administration	14	54	m	7	33	2	10	14
12	Chairman	Language	9	33	m	8	30	2	7	12
13	Instructor	Biology	14	42	m	9	26	2	8	11
11	Chairman	Business	14	39	f	10	23	2	8	11
30	Chairman	Physics	3	30	m	11	22	2	3	9
2	Instructor	English	15	52	f	12	21	1	8	11
25	Secretary	Administration	1	24	f	13	19	1	6	11
31	Instructor	Business	1	41	f	14	9	1	2	8
26	Instructor	Industrial Arts	8	50	m	15	4	2	1	2
32	Chairman	Industrial Arts	3	32	m	16	2	1	2	1
10	Instructor	Industrial Arts	7	38	m	17	2	1	2	1
18	Secretary	Administration	8	46	f	0	0	0	0	0
20	Instructor	Mathematics	1	26	m	0	0	0	0	0
21	Instructor	Mathematics	5	31	m	0	0	0	0	0
22	Director of Maintenance	Administration	14	51	m	0	0	0	0	0
9	Instructor	Physical Education	12	38	m	0	0	0	0	0
3	Instructor	Physical Education	6	28	f	0	0	0	0	0
4	Business Manager	Administration	6	42	m	0	0	0	0	0
5	Secretary	Administration	8	66	f	0	0	0	0	0
1	Instructor	English	3	39	f	0	0	0	0	0
28	Instructor	Business	4	39	m	0	0	0	0	0
29	Instructor	English	8	42	f	0	0	0	0	0
15	Instructor	Music	14	52	f	0	0	0	0	0
16	Instructor	Science	3	39	m	0	0	0	0	0
33	Instructor	Art	13	65	f	0	0	0	0	0
34	Instructor	Mathematics	1	39	m	0	0	0	0	0
35	Librarian	Library	14	57	f	0	0	0	0	0
7	Instructor	Chemistry	3	35	m	0	0	0	0	0
37	Instructor	Business	2	25	f	0	0	0	0	0
38	Instructor	English	2	41	f	0	0	0	0	0
39	Board Member					0	0	0	0	0
40	Board Member					0	0	0	0	0
41	Board Member					0	0	0	0	0
42	Board Member					0	0	0	0	0
43	Board Member					0	0	0	0	0
44	Board Member					0	0	0	0	0
45	Board Member					0	0	0	0	0

involve the curriculum; the Superintendent was in the first quarter, and the Business Manager (member 4) and the Director of Maintenance (member 22) had zero weight and tertiary scope. The 3 administrators whose duties did involve the curriculum (the Dean, the Assistant Dean-Registrar, and the Director of the Evening School) were all in the first quarter. Three of the 4 department chairmen (language, business, and science) were in the first quarter and none were in the last.

There were 4 of the 27 instructors in the first quarter and 14 with no primary links. Two of the 3 clerical personnel had no primary links, however, the remaining secretary was ranked thirteenth.

Of the 9 professionals who had been with the college for over 10 years, 4 were in the top quarter, and 4 had no primary links. There were 2 of the eleven professionals of less than 3 years service in the first quarter; there were 6 with no primary links.

Seven of the first 11 members were either administrators or department heads.

The subgroups.--There was a very small scope to the communications development in College 7. Only 17 members were involved in the networks. Of these, 12 were in the single flow of communications which had developed. These included: (1) the Superintendent; (2) the Director of the Evening School; (3) the chairmen of 3 departments (business, language, and science); (4) the Dean; (5) the Dean's secretary; and (6) 5 instructors. Of the 12 highest in communications weight, all but the Registrar were in the flow. The Registrar was tied to the flow through a strong relationship with the Dean.

A small subgroup within the flow (the Dean, member 6, member 23, and the Director of the Evening School) were the central persons in the flow. The Superintendent was related strongly to all of these except the Dean.

There were no other subgroups, and the relationships which did exist were not high.

The Reliance Dimension

The reliance links.--There were 130 primary reliance links, an average 2.9 per member. It must be pointed out that the Chairman of the Business Department indicated reliance on every other member of the system. This led to a primary reliance scope of at least one for every member. Although this does not affect the relative positions of the members, it is susceptible to question. This is particularly true in this college, where communications appeared so disjointed.

The Dean, with a primary scope of 17, and the Registrar, with a primary scope of 15, were by far the highest. Two instructors of English, members 2 and 1, were next with 7 and 6 links respectively. There were 21 members, including the 7 Board members, who had only 1 link (this should probably be 0).

The reliance weights and scopes.--The reliance weights and ranks; the primary, secondary, and tertiary scopes; and personal factors concerning the members are presented in Table 11. In interpreting this data, the reader is cautioned that the complete selection by the Chairman of the Business Department may have caused an appearance of integration which did not exist. Therefore, it seemed prudent to take greater concern with relative position then with weights and scopes.

The Dean and the Registrar were highest, followed by 9 members with identical weights; they were: (1) the Chairmen of the Business and the Language Departments; (2) the Superintendent; and (3) 6 instructors, members

TABLE 11. THE RELIANCE WEIGHTS AND RANKS; THE PRIMARY, SECONDARY, AND TERTIARY RELIANCE SCOPES; AND PERSONAL FACTORS CONCERNING THE MEMBERS OF THE COLLEGE 7 SYSTEM

Member	Position	Department	Years at College	Age	Sex	Rank	Weight	Scope		
								1	2	3
24	Dean	Administration	14	60	m	1	149	17	27	31
27	Registrar	Administration	14	54	m	1	149	15	26	30
3	Instructor	Physical Education	6	28	f	3	143	2	19	30
6	Instructor	Social Science	4	39	m	3	143	4	19	30
11	Chairman	Business	14	39	f	3	143	4	19	29
12	Chairman	Language	9	33	m	3	143	4	21	29
13	Instructor	Biology	14	42	m	3	143	5	23	29
1	Instructor	English	3	39	f	3	143	6	24	30
2	Instructor	English	15	52	f	3	143	7	22	30
33	Instructor	Art	13	65	f	3	143	2	19	30
36	Superintendent	Administration	9	47	m	3	143	5	23	30
28	Instructor	Business	4	39	m	12	135	5	13	27
23	Instructor	Mathematics	5	32	m	13	129	6	9	26
7	Instructor	Chemistry	3	35	m	14	125	5	9	25
26	Instructor	Industrial Arts	6	50	m	15	124	4	9	26
17	Instructor	Social Science	2	27	m	16	120	2	6	23
30	Chairman	Physics	3	30	m	17	118	4	9	25
22	Director of Maintenance	Administration	14	51	m	18	114	2	7	24
19	Director Evening School	Administration	4	45	m	19	111	6	8	22
10	Instructor	Industrial Arts	7	38	m	19	111	3	5	22
32	Chairman	Industrial Arts	3	32	m	21	101	2	7	20
37	Instructor	Business	2	25	f	22	99	2	5	20
9	Instructor	Physical Education	12	38	m	23	96	1	4	19
25	Secretary	Administration	1	24	f	23	96	1	4	19
15	Instructor	Music	14	52	f	23	96	1	4	19
16	Instructor	Science	3	39	m	23	96	1	4	19
4	Business Manager	Administration	6	42	m	23	96	1	4	19
29	Instructor	English	8	42	f	23	96	1	4	19
31	Instructor	Business	1	41	f	23	96	2	5	19
5	Secretary	Administration	8	66	f	23	96	1	4	19
20	Instructor	Mathematics	1	26	m	23	96	1	4	19
34	Instructor	Mathematics	1	39	m	23	96	2	4	19
35	Librarian	Library	14	57	f	23	96	1	4	19
21	Instructor	Mathematics	5	31	m	23	96	1	4	19
38	Instructor	English	2	41	f	23	96	1	4	19
39	Board Member					23	96	1	4	19
40	Board Member					23	96	1	4	19
41	Board Member					23	96	1	4	19
42	Board Member					23	96	1	4	19
43	Board Member					23	96	1	4	19
44	Board Member					23	96	1	4	19
45	Board Member					23	96	1	4	19
18	Secretary	Administration	8	46	f	23	96	1	4	19

3, 6, 13, 1,2, and 33.

There were 3 administrators whose duties did not involve the curriculum: (1) the Superintendent, who was in the first quarter; (2) the Business Manager who was in the lowest group; and (3) the Director of Maintenance, who was, surprisingly, in the second quarter.

Of the 4 department chairmen, 2 (business and language) were in the first quarter, and 2 (science and industrial arts) were in the second quarter.

There were 6 of the 27 instructors in the first quarter, and 10 in the second half. All of the Board members and the 3 secretaries were in the second half.

Of the 9 professionals who were veterans of 10 years service, 6 were in the first quarter and 1 was in the last. There were 11 professionals in their first 3 years of service; of these, only 1 was in the first quarter while 5 were in the last.

The Attributed Influence Dimension

The attributed influence weights and personal factors concerning the members are presented in Table 12.

There were 88 nominations of attributed influence, an average of 2.3 for each of the members. The Dean, with a weight of 23, was first. He was followed closely by the Registrar, who had a weight of 19. Each of these men had been nominated by better than 50 per cent of the members. The Superintendent and the Director of the Evening School each had 7 nominations. Member 28, a business instructor, had 6. The Board members and 13 members of the system did not receive any nominations.

The Business Manager did not receive any nominations; however, the other 2 administrators whose duties did not involve the curriculum (the Superintendent and

TABLE 12. THE ATTRIBUTED INFLUENCE WEIGHTS AND RANKS; AND PERSONAL FACTORS CONCERNING THE MEMBERS OF THE COLLEGE 7 SYSTEM

Member	Position	Department	Years at College	Age	Sex	Rank	Weight
24	Dean	Administration	14	60	m	1	23
27	Registrar	Administration	14	54	m	2	19
19	Director Evening School	Administration	4	45	m	3	7
36	Superintendent	Administration	9	47	m	3	7
28	Instructor	Business	4	39	m	5	6
23	Instructor	Mathematics	5	32	m	6	3
1	Instructor	English	3	39	f	7	2
22	Director of Maintenance	Administration	14	51	m	7	2
2	Instructor	English	15	52	f	7	2
6	Instructor	Social Science	4	39	m	7	2
26	Instructor	Industrial Arts	8	50	m	7	2
7	Instructor	Chemistry	3	35	m	7	2
10	Instructor	Industrial Arts	7	38	m	7	2
13	Instructor	Biology	14	42	m	7	2
11	Chairman	Business	14	39	f	15	1
16	Instructor	Science	3	39	m	15	1
17	Instructor	Social Science	2	27	m	15	1
12	Chairman	Language	9	33	m	15	1
31	Instructor	Business	1	41	f	15	1
32	Chairman	Industrial Arts	3	32	m	15	1
21	Instructor	Mathematics	5	31	m	15	1
38	Instructor	English	2	41	f	15	1
3	Instructor	Physical Education	6	28	f	0	0
20	Instructor	Mathematics	1	26	m	0	0
15	Instructor	Music	14	52	f	0	0
29	Instructor	Engineering	8	42	f	0	0
30	Chairman	Physics	3	30	m	0	0
4	Business Manager	Administration	6	42	m	0	0
5	Secretary	Administration	8	66	f	0	0
33	Instructor	Art	13	65	f	0	0
34	Instructor	Mathematics	1	39	m	0	0
35	Librarian	Library	14	57	f	0	0
9	Instructor	Physical Education	12	38	m	0	0
37	Instructor	Business	2	25	f	0	0
25	Secretary	Administration	1	24	f	0	0
39	Board Member					0	0
40	Board Member					0	0
41	Board Member					0	0
42	Board Member					0	0
43	Board Member					0	0
44	Board Member					0	0
45	Board Member					0	0
18	Secretary	Administration	8	46	f	0	0

the Director of Maintenance) were in the first quarter.

The 3 administrators whose duties involved the curriculum were in the top quarter. None of the 4 department chairmen were in the top quarter, and the Chairman of the Science Department was not nominated. There were 27 instructors, 9 of whom were in the top quarter and 8 of whom were not nominated. None of the 3 clerical personnel were nominated.

There were 9 professionals who had been with the college for more than 10 years; of these, 5 were in the first quarter and 4 received no nominations. Of the 11 professionals with less than 3 years service, 2 were in the first quarter and 4 were in the last.

The Influentials

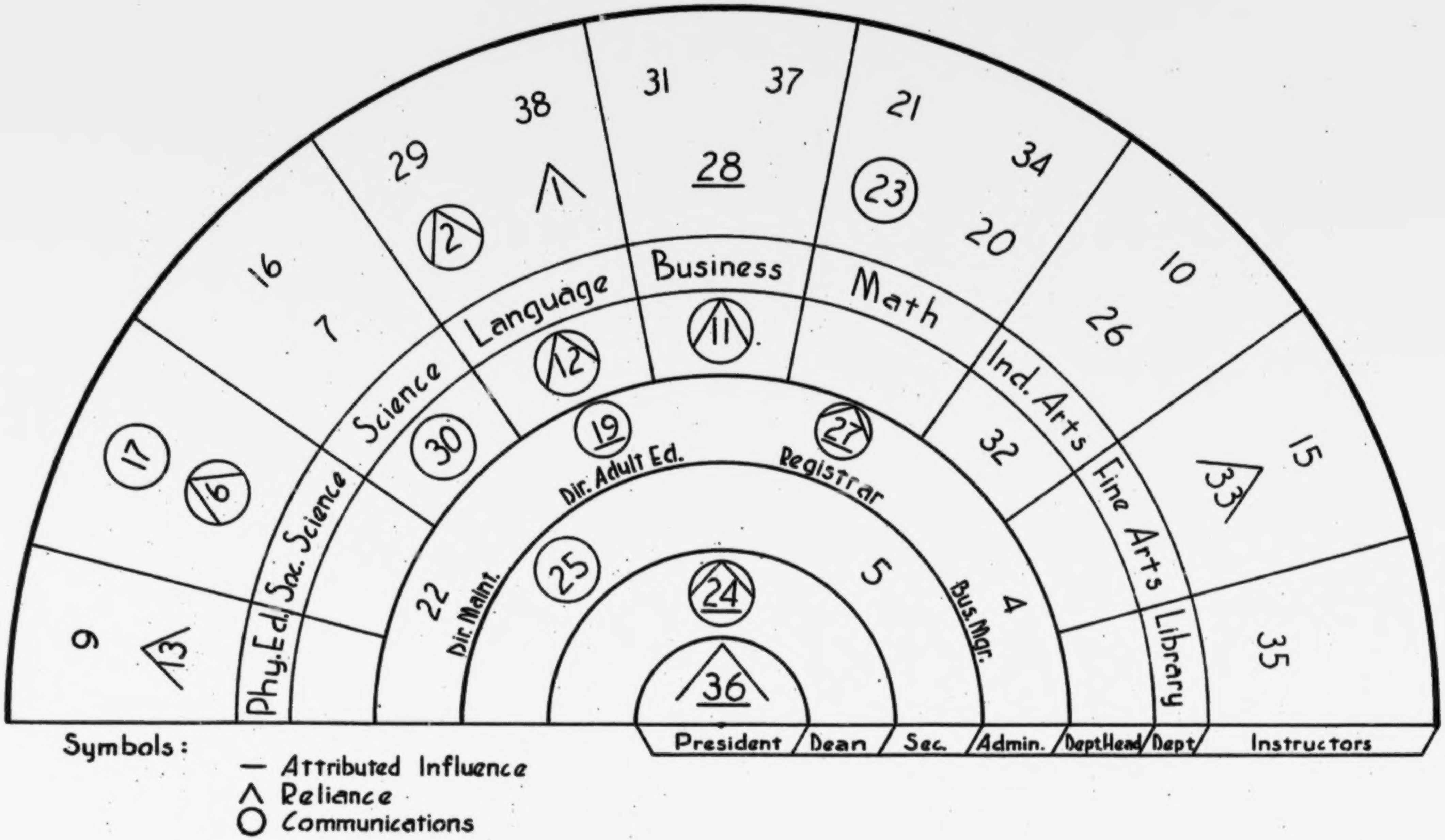
Figure 8 depicts all of the members of the system, located by position. In addition, the most influential members in each dimension are shown.

College 6 had an influence structure which developed among approximately half of the system. The 17 members who had communications links accounted for virtually all of the system. Only member 25, a secretary, and member 31, an instructor of business (in her first year at the college) dropped out of the picture in the other dimensions.

The Dean, who ranked first in the 3 dimensions, stood out as the most influential member. He was an older man with 14 years experience at the college. He was the key figure in communications with a weight of 100 and a tertiary scope of 13. Even more important, he was the central figure in the main flow of communications and in the only subgroup (which was wholly within the main flow) in the system. He had primary links with all but the Superintendent (President) among the top 6 in communications. In reliance and in attrib-

FIGURE 8

THE STAFF OF COLLEGE 7 BY POSITION, AND
THE INFLUENTIALS IN EACH DIMENSION


9
13
Phy. Ed.
17
6
Soc. Science
16
7
Science
30
22
Dir. Maint.
25
29
38
2
1
Language
12
19
Dir. Adult Ed.
31
37
28
Business
11
24
36
21
34
23
20
Math
27
Registrar
5
Bus. Mgr.
4
10
26
Ind. Arts
32
15
33
Fine Arts
Library
35
President
Dean
Sec.
Admin.
Dept Head
Dept
Instructors
Symbols:
— Attributed Influence
^ Reliance
○ Communications

uted influence, he was well above all but the Registrar.

The Registrar was an older man with 14 years service. He ranked second in attributed influence and in reliance; he had primary scopes of 23 and 15 respectively, clearly above all but the Dean. He was a member of the main flow and the one subgroup, ranking seventh in communications weight.

Member 6, a social science instructor, was a 39 year old man with 4 years experience at the college. He was very highly related to the Dean. He ranked second in communications and was a central member of both the main flow and the subgroup. He ranked third in reliance, and seventh in attributed influence.

The Superintendent was moderately influential; ranking fifth in communications, third in reliance, and third in attributed influence. He was 47 years old and in his ninth year with the school system.

Although the Director of Maintenance was not very high in any dimension, it is worth noting his influence because of his position; his duties did not involve the curriculum, and he worked out of the public school office. He was sixth in communications, eighteenth in reliance, and seventh in attributed influence. He was 51 years old and had been with the school system for 14 years.

College 13

The Community

College 13 was located in a town whose history dates back to the early 19th century. The population was less than 10,000 persons. It was located in an agricultural community with a slowly decreasing population, typical of rural areas. The median family income was below the average for towns of the Southwest.

Over 50 per cent of the families had an income of less than $3,000 and less than 5 per cent had an income of over $10,000. It was within 100 miles (on a good road) of a principal Southwestern city. The median school years completed by adults was less than 8. Less than 25 per cent of the population had completed high school.

The College

College 13 was originally organized as a denominational institution. It had been operating as a public junior college for nearly 30 years. It had a county district and its own, elected, 7 member Board of Trustees.

Although some vocational courses were offered, most of the students were working in college transfer curriculums.

The Staff

The staff included 34 full-time personnel. There were 27 instructors, 4 administrators, 2 clerical workers, and 1 librarian--a total of 32 professional and 2 nonprofessional personnel. Eleven of the professionals were women and 21 were men. Of the 11 women, 7 were over 50 and 2 under 30 years of age; of the 21 men, 3 were over 50 and 2 under 30 years of age. Twelve of the professionals had over 10 years of tenure and 14 had been at the college less than 3 years; 3 were in their first year.

The Authority Dimension

The Board of Trustees, who were elected by the people of the junior college district, assigned responsibility for the development of the curriculum (as part of the responsibility for operating the junior college) to the President, member 1 (Figure 9 shows the formal organizational chart). There were two staff officials (neither of whom had duties concerning the curriculum) who reported to the President. They were member 27, the Business Manager, and member 34, the Bursar.

The President delegated responsibility to the Dean-Registrar, member 3, for curriculum affairs; however, he reserved the right to involve himself in these affairs whenever he deemed it advisable.

There were 8 departments, including the library, each having a department chairman who reported to the Dean-Registrar on curriculum matters.

The chairmen and their departments were:

member 2 -- Mathematics (7 members)
member 33 -- Social Studies (7 members)
member 11 -- English (4 members)
member 10 -- Physical Education (3 members)
member 22 -- Business (2 members)
member 12 -- Music (2 members)
member 7 -- Technical (2 members)
member 13 -- Library (1 member)

The department chairmen worked closely with the Dean-Registrar in making decisions in curriculum matters. The faculty members felt that they could take curriculum matters directly to either the Dean-Registrar or the President, and that these officials would make on-the-spot decisions.

There were 2 clerical personnel.

The Communications Dimension

The communications links.--There were 126 indications of existing communications links. Of these, 66, or 52 per cent, were reciprocated--the highest percentage of reciprocated choices of the colleges in the study. There was an average of 2 validated communications links per member.

The Dean, member 3, had 17 primary communications

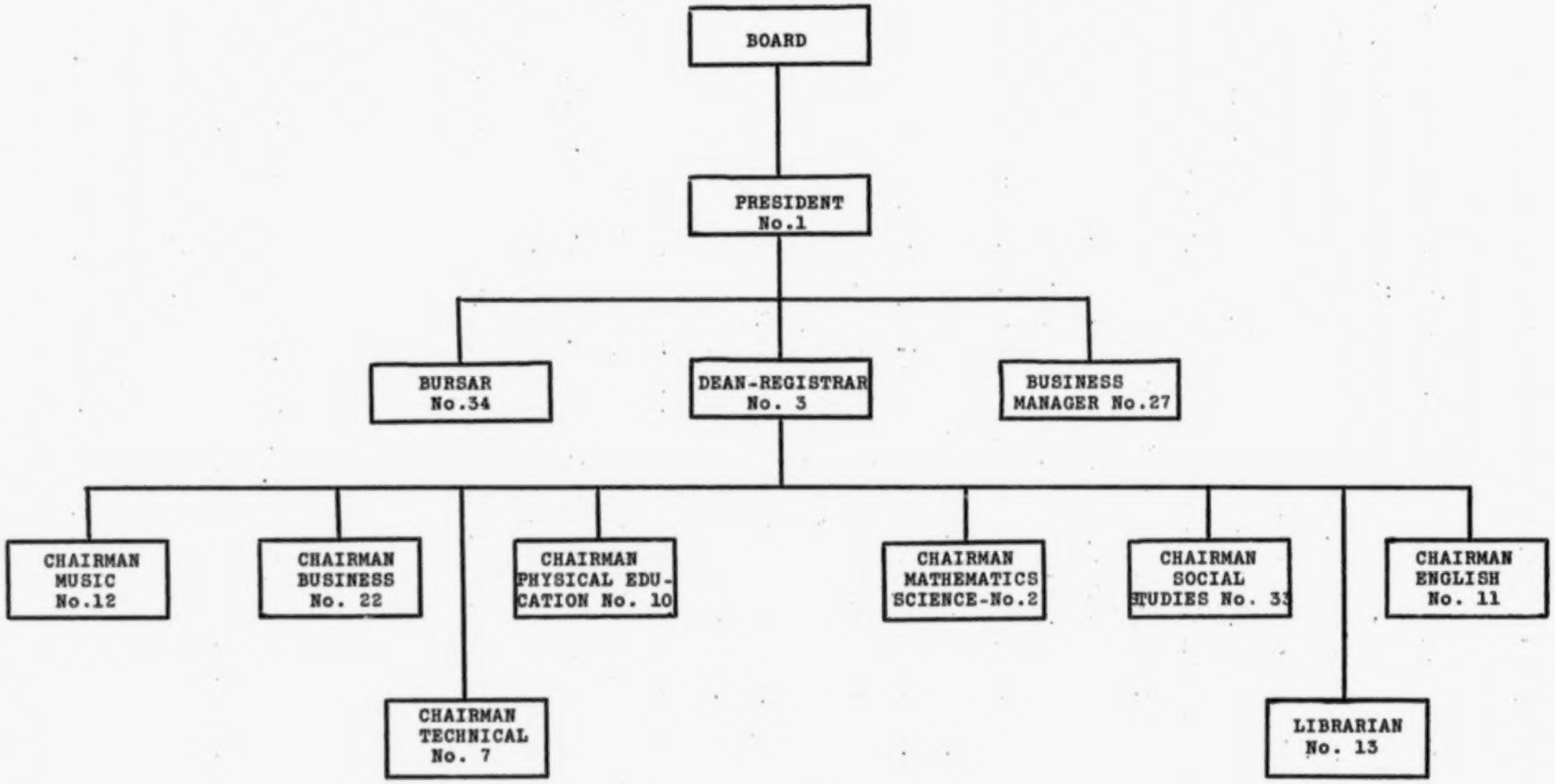

BOARD
PRESIDENT No.1
BURSAR No.34
DEAN-REGISTRAR No. 3
BUSINESS MANAGER No.27
CHAIRMAN MUSIC No.12
CHAIRMAN BUSINESS No. 22
CHAIRMAN TECHNICAL No. 7
CHAIRMAN PHYSICAL EDUCATION No. 10
CHAIRMAN MATHEMATICS SCIENCE-No.2
CHAIRMAN SOCIAL STUDIES No. 33
LIBRARIAN No. 13
CHAIRMAN ENGLISH No. 11

FIGURE 9. THE ORGANIZATIONAL CHART OF COLLEGE 13.

links; more than 3 times that of any other member. Member 2, the Chairman of the Science Department, had 5 links. Three members (the President, member 1; a speech instructor, member 6; and a mathematics instructor, member 28) had 3 links.

There were 7 members with no communications links; they were: (1) the Bursar, member 34; (2) the Librarian, member 13; (3) a secretary, member 31; and (4) 3 instructors.

The communications weights and scopes.--The communications weights and ranks; the primary, secondary, and tertiary scopes; and personal factors concerning the members are presented in Table 13. The Dean, member 3, far exceeded the other members with a weight of 332. He had a primary link with all of the other members of the first 10, and a minimum value in the tertiary net of 11 for each of these members. Through connection with him, all of the first 10 developed tertiary scopes of 24.

The President, member 1, was second with a weight of 78; member 2, the Chairman of the Science Department was third with a weight of 75.

The communications networks were well developed with the Dean as the central person.

There were 3 administrators whose duties did not involve the curriculum; they were: (1) the Business Manager, member 27, who ranked fourteenth; (2) the Bursar, member 34, who was in the last quarter with no primary links; and (3) the President, who ranked second.

The only administrator whose duties concerned the curriculum was the Dean, who was ranked first.

There were 7 department chairmen, 3 of whom (science, technical, and social science) were in the first quarter; and none of whom were in the last quarter.

Of the 27 instructors, 5 were in the first quarter

TABLE 13. THE COMMUNICATIONS WEIGHTS AND RANKS; THE PRIMARY, SECONDARY, AND TERTIARY COMMUNICATIONS SCOPES; AND PERSONAL FACTORS CONCERNING THE MEMBERS OF THE COLLEGE 13 SYSTEM

Member	Position	Department	Years at College	Age	Sex	Rank	Weight	Scope		
								1	2	3
3	Dean-Registrar	Administration	26	54	m	1	332	17	16	24
1	President	Administration	16	45	m	2	78	3	19	24
2	Chairman	Science	27	55	f	3	75	5	18	24
6	Instructor	Speech	16	60	f	4	65	3	19	24
28	Instructor	Mathematics	4	35	m	5	63	3	18	24
16	Instructor	Science	3	29	m	6	58	2	21	24
7	Chairman	Technical	9	38	m	7	57	2	18	24
5	Instructor	Mathematics	11	42	m	8	56	2	19	24
15	Instructor	Social Science	2	52	m	9	54	2	18	24
33	Chairman	Social Science	14	52	m	9	54	2	18	24
4	Instructor	English	2	28	m	11	51	3	5	20
11	Chairman	English	15	62	f	12	49	3	19	17
19	Instructor	Mathematics	1	30	m	13	44	2	6	18
27	Business Manager	Business	15	42	m	14	38	2	18	16
25	Instructor	Education and Psychology	2	32	m	15	35	1	17	16
26	Secretary	Administration	1	21	f	15	35	1	17	16
9	Instructor	Social Science	11	45	m	15	35	1	17	16
17	Instructor	Music	30	62	f	15	35	1	17	16
32	Instructor	Physical Education	4	35	m	15	35	1	17	16
10	Director of Athletics	Physical Education	5	33	m	15	35	1	17	16
23	Instructor	Social Science	1	25	f	21	30	2	5	20
21	Instructor	Science	3	30	f	22	23	1	5	18
30	Instructor	Physical Education	1	25	f	22	23	1	5	18
20	Instructor	Business	5	61	m	24	21	2	2	18
22	Chairman	Business	13	50	f	25	3	1	2	2
14	Instructor	Social Science	1	26	m	26	1	1	1	1
18	Instructor	Social Science	2	47	m	26	1	1	1	1
24	Instructor	Mathematics	2	38	m	0	0	0	0	0
29	Instructor	Vocational Nursing	2	51	f	0	0	0	0	0
12	Instructor	Music	2	33	m	0	0	0	0	0
31	Secretary	Administration	1	54	f	0	0	0	0	0
13	Librarian	Library	17	62	f	0	0	0	0	0
5	Instructor	English	5	38	m	0	0	0	0	0
34	Bursar	Administration	1	46	f	0	0	0	0	0
35	Board Member					0	0	0	0	0
36	Board Member					0	0	0	0	0
37	Board Member					0	0	0	0	0
38	Board Member					0	0	0	0	0
39	Board Member					0	0	0	0	0
40	Board Member					0	0	0	0	0
41	Board Member					0	0	0	0	0

and three were in the last.

One of the 2 secretaries was in the last quarter; the other ranked fifteenth.

There were 6 of the 12 professionals with more than 10 years service in the first quarter, and 1 (the Librarian, member 13) in the last. Of the 14 professionals in their first 3 years of service, 2 were in the first quarter, and 4 were in the last.

The subgroups.--There was one major flow of communications in College 13. This flow included 19 of the 34 members of the system. The central person in the flow was the Dean, whose integration into the flow far exceeded that of any other member. The President and member 6, a speech teacher, were also highly integrated into the flow. The flow included: 91) the Dean; (2) the President; (3) the Business Manager, (4) the Dean's secretary, member 26; (5) 5 of the 7 department chairmen (science, technical, English, social science, and physical education); and (6) 10 instructors. The 10 members with the highest communications weights were in the main flow.

There were 2 subgroups. Subgroup 1 had 3 members; the central figure was member 11, the Chairman of the English Department, who tied the subgroup to the main flow. The other members were: member 4, an English instructor, and member 23, a social science instructor.

Subgroup 2 had 6 members, 3 of whom were in the main flow. They were: the Dean; member 2, the Chairman of the Science Department; and member 16, a science instructor. The members of Subgroup 2 who were not in the main flow were: member 19, a mathematics instructor; member 21, a science instructor; and member 30, a physical education instructor. The central persons in this subgroup were the Dean and the Chairman of the Science

Department.

There was one major flow of communications, with 2 subgroups tied to it. Thus, the network took in 23 of the 34 members of the system. It appeared that communications flowed well through this system.

The Reliance Dimension

The reliance links.--There were 76 primary reliance links, or an average of 1.7 per member, for the 41 members (including the Board).

The Dean had 18 links, which was more than double that of any other member. The Chairman of the Science Department was second with a primary scope of 7. There were 8 other members with primary scopes of 3 or more. They were: (1) the President; (2) the Chairmen of the Technical, English, and Social Science Departments; (3) the Business Manager; and (4) 3 instructors, members 8, 16, and 20.

Of the 41 members of the system, 23 were not relied on by any other member.

The reliance weights and scopes.--The reliance weights and ranks; the primary, secondary, and tertiary scopes and personal factors concerning the members are presented in Table 14.

The Dean was the central figure in the reliance network. He had the highest weight (98) and the greatest scope (27). He was followed closely in weight and scope by the Chairman of the English Department, and member 23 (a social science instructor). The high rank of each of these members was due primarily to the primary reliance of the Dean on them. Only these top 4 members had more than one-third (14) of the system in their tertiary scopes. The reliance network was developed as well as the communications network in College 13.

TABLE 14. THE RELIANCE WEIGHTS AND RANKS; THE PRIMARY, SECONDARY, AND TERTIARY RELIANCE SCOPES; AND PERSONAL FACTORS CONCERNING THE MEMBERS OF THE COLLEGE 13 SYSTEM

Member	Position	Department	Years at College	Age	Sex	Rank	Weight	Scope 1	Scope 2	Scope 3
3	Dean-Registrar	Administration	26	54	m	1	98	18	28	27
11	Chairman	English	15	62	f	2	95	3	19	27
7	Chairman	Technical	9	38	m	3	80	3	9	21
23	Instructor	Social Science	1	25	f	4	72	1	3	19
2	Chairman	Science	27	55	f	5	51	7	8	12
8	Instructor	English	5	38	m	6	49	3	6	11
4	Instructor	English	2	28	m	7	45	2	5	9
5	Instructor	Mathematics	11	42	m	8	41	2	9	12
16	Instructor	Science	3	29	m	9	39	3	8	11
24	Instructor	Mathematics	2	33	m	9	39	2	9	11
28	Instructor	Mathematics	4	35	m	11	34	2	3	9
19	Instructor	Mathematics	1	30	m	12	32	2	8	8
1	President	Administration	16	45	m	13	31	4	9	11
6	Instructor	Speech	16	60	f	14	30	2	5	10
21	Instructor	Science	3	30	f	15	29	1	7	5
30	Instructor	Physical Education	1	25	f	15	29	1	7	8
18	Instructor	Social Science	2	47	m	17	28	2	2	3
14	Instructor	Social Science	1	26	m	18	24	1	1	3
33	Chairman	Social Science	14	52	m	19	17	5	5	5
27	Business Manager	Administration	15	42	m	20	12	3	4	5
20	Instructor	Business	5	61	m	21	11	3	3	4
22	Chairman	Business	13	50	f	22	7	1	3	3
17	Instructor	Music	30	62	f	0	0	0	0	0
12	Chairman	Music	2	33	m	0	0	0	0	0
25	Instructor	Education and Psychology	2	32	m	0	0	0	0	0
26	Secretary	Administration	1	21	f	0	0	0	0	0
13	Librarian	Library	17	62	f	0	0	0	0	0
10	Director of Athletics	Physical Education	5	33	m	0	0	0	0	0
29	Instructor	Nursing	2	51	f	0	0	0	0	0
15	Instructor	Social Science	2	52	m	0	0	0	0	0
31	Secretary	Administration	1	54	f	0	0	0	0	0
32	Instructor	Physical Education	4	35	m	0	0	0	0	0
9	Instructor	Social Science	11	45	m	0	0	0	0	0
34	Bursar	Administration	1	46	f	0	0	0	0	0
35	Board Member					0	0	0	0	0
36	Board Member					0	0	0	0	0
37	Board Member					0	0	0	0	0
38	Board Member					0	0	0	0	0
39	Board Member					0	0	0	0	0
40	Board Member					0	0	0	0	0
41	Board Member					0	0	0	0	0

TABLE 15. THE ATTRIBUTED INFLUENCE WEIGHTS AND RANKS; AND PERSONAL FACTORS CONCERNING THE MEMBERS OF THE COLLEGE 13 SYSTEM

Member	Position	Department	Years at College	Age	Sex	Rank	Weight
3	Dean-Registrar	Administration	26	54	m	1	24
2	Chairman	Science	27	55	f	2	9
1	President	Administration	16	45	m	2	9
27	Business Manager	Administration	15	42	m	4	7
11	Chairman	English	15	62	f	5	6
33	Chairman	Social Science	14	52	m	6	5
28	Instructor	Mathematics	4	35	m	7	4
7	Chairman	Technical	9	38	m	7	4
16	Instructor	Science	3	29	m	9	3
6	Instructor	Speech	16	60	f	9	3
10	Director of Athletics	Physical Education	5	33	m	11	2
4	Instructor	English	2	28	m	11	2
5	Instructor	Mathematics	11	42	m	11	2
8	Instructor	English	5	38	m	14	1
17	Instructor	Music	30	62	f	14	1
19	Instructor	Mathematics	1	30	m	14	1
21	Instructor	Science	3	30	f	14	1
24	Instructor	Mathematics	2	38	m	14	1
12	Chairman	Music	2	33	m	14	1
13	Librarian	Library	17	62	f	14	1
29	Instructor	Nursing	2	51	f	14	1
30	Chairman	Physical Education	1	25	f	14	1
15	Instructor	Social Science	2	52	m	14	1
18	Instructor	Social Science	2	47	m	0	0
25	Instructor	Education and Psychology	2	32	m	0	0
26	Secretary	Administration	1	21	f	0	0
14	Instructor	Social Science	1	26	m	0	0
20	Instructor	Business	5	61	m	0	0
9	Instructor	Social Science	11	45	m	0	0
22	Chairman	Business	13	50	f	0	0
31	Secretary	Administration	1	54	f	0	0
32	Instructor	Physical Education	4	35	m	0	0
23	Instructor	Social Science	1	25	f	0	0
34	Bursar	Administration	1	46	f	0	0
35	Board Member					0	0
36	Board Member					0	0
37	Board Member					0	0
38	Board Member					0	0
39	Board Member					0	0
40	Board Member					0	0
41	Board Member					0	0

no nominations.

The Bursar did not receive any nominations, but the 2 other administrators whose duties did not involve the curriculum (the President and the Business Manager) were in the first quarter. Of the 7 department chairmen, 4 (science, English, social science, and technical) were in the top quarter; the Chairman of the Business Department did not receive any nominations.

There were 3 of the 27 instructors in the first quarter, and 7 who did not receive any nominations. Neither secretary was nominated.

Of the 12 professionals with more than 10 years service, 7 were in the first quarter and 2 were not nominated. None of the 14 professionals in their first 3 years of service were in the first quarter, and 7 were in the last quarter.

The Influentials

Figure 10 depicts all of the members of the system, located by position. In addition, the most influential members in each dimension are shown.

The only member who was high in the 3 dimensions was the Dean. He stood out as the most influential member of the system. He was first in all dimensions; in no case was the second person close. In communications, he had a weight of 332, more than 4 times that of any other member. He had primary communications links with each other member in the top ten. He was the central person in Subgroup 2. His primary reliance scope of 18 far surpassed any other member, and only members upon whom he relied had high values. There were 24 nominations of the Dean in attributed influence--more than twice that for any other member. High high relationships into every department appear to indicate his being a strong influence and the coordinating member throughout the college. His relationships to the department chairmen indicate that the coordination followed the formal structure. A factor which could have contributed to this is that the college had just completed an evaluation, preparation for which had been highly organized and under the direction of the Dean (in curriculum). He was a 54 year old man with 26 years experience at the college.

The Chairman of the Science Department was a 55 year old woman with 27 years service at the college. She was second in attributed influence and third in communications (second in primary scope). She was in the main flow of communications and a central person in Subgroup 2. In reliance, she was only fifth. It is significant to note that the reason for this was that the Dean did not rely on her, even though they were highly related in communications and subgrouping.

The President, a 45 year old man who had been with the college for 16 years, was second in both attributed influence and communications. He was thirteenth in reliance. He was not highly related to the Dean, however, he was in the main flow. Most of his links in all dimensions were with less influential members.

The Business Manager, a 42 year old man with 15 years of service, surprisingly was in the first quarter in attributed influence and the first half in the other dimensions.

The department chairmen in general were influential.

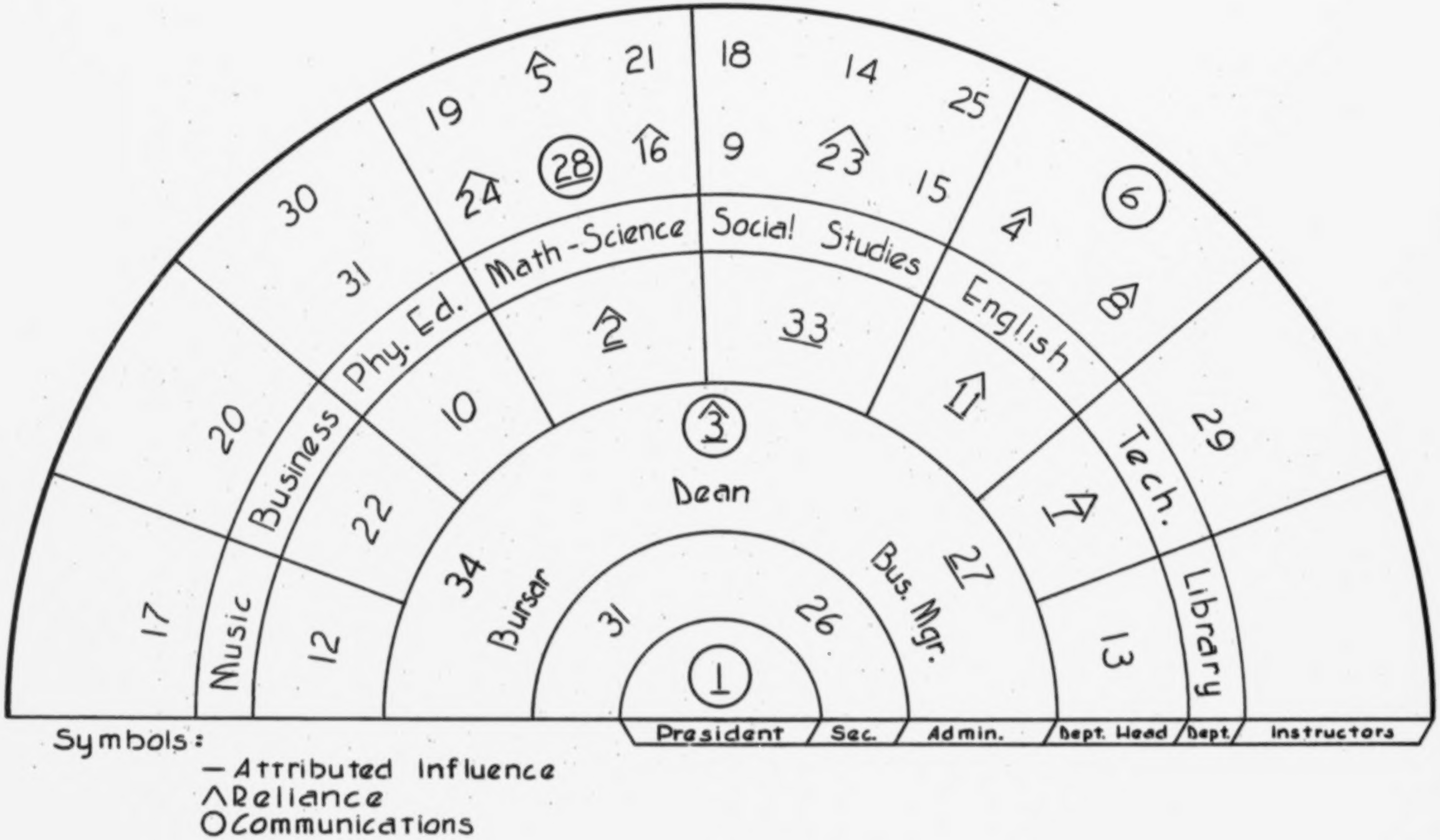
College 14

The Community

College 14 was located in a small city of over 20,000 inhabitants. The city was a wholesale-retail center for a large farming district. There was some

FIGURE 10

THE STAFF OF COLLEGE 13 BY POSITION, AND
THE INFLUENTIALS IN EACH DIMENSION


17
Music
12
20
Business
22
30
31
Phy. Ed.
10
19
5
21
24
28
16
Math-Science
2
18
14
25
9
23
15
Social Studies
33
6
4
8
English
11
29
Tech.
7
Library
13
3
Dean
34
Bursar
31
Bus. Mgr.
27
26
1
President
Sec.
Admin.
Dept. Head
Dept.
Instructors
Symbols:
— Attributed Influence
^ Reliance
○ Communications

small textile industry. Livestock and agriculture were the major sources of income. It was losing population at a rate typical of Southwestern agricultural commities. The median income per family unit was above average for rural communities, but below the Southwestern average. It was located within 75 miles (on a good highway) of a major Southwestern city, and many students from the big city commuted to the junior college. The median number of school years completed by adults was approximately 9. Less than 30 per cent had completed high school.

The College

College 14 had been operating for over 10 years. It was independent of the local public school system and had its own, elected, 7-man Board of Trustees.

College transfer, technical, and vocational courses were offered. The emphasis was on the college transfer curriculum.

The Staff

The staff included 41 full-time personnel. There were 33 instructors (2 of whom had part-time administrative responsibilities), 3 administrators, 3 clerical personnel, and 2 librarians--a total of 38 professional and 3 nonprofessional personnel. Ten of the professionals were women and 28 were men. Among the professionals, there were 5 women and 3 men over 50 and 8 men under 30 years of age. There were 12 professionals who had been with the college more than 10 years and 12 who had been with it less than 3; 2 were in their first year with the college.

The Authority Dimension

The President, member 21, was assigned responsibility for the curriculum (as part of the responsibility for the operation of the college) by the Board of Trustees, who were elected by the people of the junior college district (Figure 11 shows the formal organizational chart).

Two staff officials, whose duties did not involve the curriculum, reported to the President. They were:

member 16 -- the Business Manager
member 17 -- the Director of Student Personnel

The President concerned himself primarily with financial, building, and public relations affairs of the college. He delegated authority in curriculum matters to the Dean, member 15. The Dean enjoyed considerable autonomy in working with curriculum matters. Department chairmen and faculty members reported to the Dean on curriculum affairs. The Dean worked closely with the faculty on decisions in curriculum matters.

Including the library, there were 11 departments, 5 of which had chairmen. The chairmen and their departments were:

member 25 -- Business (6 members)
member 11 -- English (6 members)
member 31 -- Science (5 members)
member 22 -- Library (2 members)
member 30 -- Industrial Education (1 member)

The departments without chairmen were:

Social Science -- 5 members
Physical Education -- 3 members
Mathematics -- 2 members
Agriculture -- 1 member
Journalism -- 1 member
Language -- 1 member

There were 3 clerical personnel.

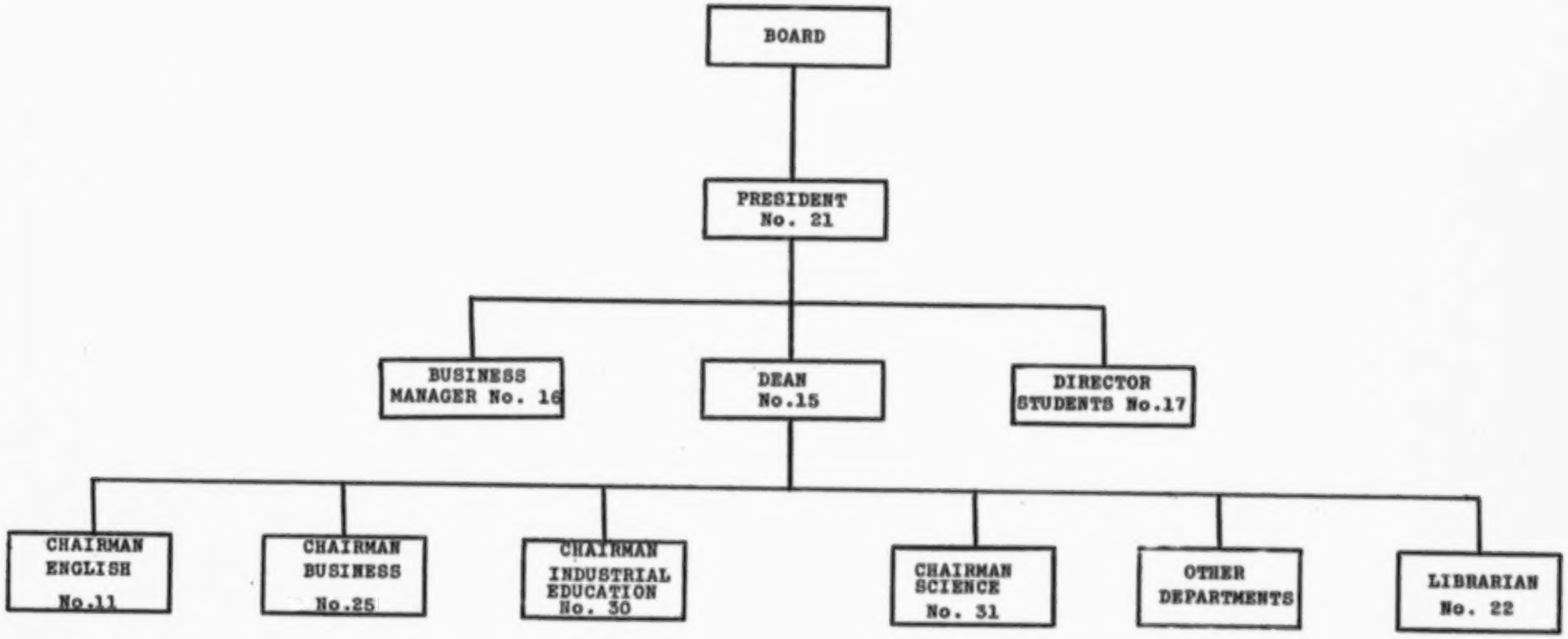

BOARD
PRESIDENT No. 21
BUSINESS MANAGER No. 16
DEAN No.15
DIRECTOR STUDENTS No.17
CHAIRMAN ENGLISH No.11
CHAIRMAN BUSINESS No.25
CHAIRMAN INDUSTRIAL EDUCATION No. 30
CHAIRMAN SCIENCE No. 31
OTHER DEPARTMENTS
LIBRARIAN No. 22

FIGURE 11. THE ORGANIZATIONAL CHART OF COLLEGE 14.

The Communications Dimension

The communications links.--There were 189 indications of the existence of communications links. Of these, 92, or 48 per cent, were reciprocated. This was an average of 2.2 validated communications links per member. The President, member 21, indicated 20 communications relationships of which only 2 were reciprocated. This indicated that the President believed that he participated extensively in communications with regard to curriculum although this did not appear to be the case. Only the Dean, member 15, and the Director of Students, member 17, perceived this relationship.

The Dean had 9 communications links, and member 9, a social science instructor, had 5. There were 4 members with 4 links each; including: (1) the Chairman of the Business Department, member 25; (2) a business instructor, member 28; and (3) 2 social science instructors, members 3 and 32. There were 28 members with at least 2 links.

Only 6 of the members had no communications links; these included: (1) the Business Manager, member 16; (2) the 3 clerical personnel; and (3) 2 instructors.

The communications weights and scopes.--The communications weights and ranks; the primary, secondary, and tertiary scopes; and personal factors concerning the members are presented in Table 16. The most striking thing in the communications dimension of College 14 was the even development among the members. There were 21 persons with a tertiary scope of 10 or more; yet the greatest tertiary scope was 22. This was attained by 4 members. The twenty-sixth ranked member had a tertiary scope of 11, and only 2 instructors had weights of zero. The highest values in the tertiary network were 12's. Members 8, 9, 24, and 37, all in the Social Science Department, were highly integrated and had values of 10, 11, or 12 in every tertiary relationship. In that way, they ranked second, third, and seventh (both 24 and 37), even though their tertiary scopes were only 8 each. All of these data suggest a multiple branched communications flow.

The Dean, member 15, had a weight of 116, which was well above any of the other members. Member 9, a social science instructor, was second with a weight of 66. He was followed by a very closely bunched group of 6 members. These included: (1) four other social science instructors; (2) the Chairman of the Business Department, member 25; and (3) an English instructor, member 27.

Of the 3 administrators whose duties did not involve the curriculum (the President, member 21; the Business Manager, member 16; and the Director of Student Personnel, member 17), none were in the first quarter, and the Business Manager was in the last quarter.

The Dean, who was the only administrator directly concerned with the curriculum, was ranked first. There were 4 department chairmen, of whom one (business) was in the first quarter, and one (English) was in the last. Of the 33 instructors, 7 were in the first quarter, including all 5 social science instructors; 5 were in the last quarter, including 2 English instructors and a language instructor. It appeared that the English Department, with 4 of its 7 members in the last quarter, did not work together on curriculum matters. There were 3 clerical personnel, all of whom were in the last quarter.

TABLE 16. THE COMMUNICATIONS WEIGHTS AND RANKS; THE PRIMARY, SECONDARY, AND TERTIARY COMMUNICATIONS SCOPES; AND PERSONAL FACTORS CONCERNING THE MEMBERS OF THE COLLEGE 14 SYSTEM

Member	Position	Department	Years at College	Age	Sex	Rank	Weight	Scope		
								1	2	3
15	Dean	Administration	17	53	m	1	116	9	15	22
9	Instructor	Social Science	3	26	m	2	66	5	7	9
3	Instructor	Social Science	2	28	m	3	58	4	6	8
32	Instructor	Social Science	3	42	m	3	58	4	6	8
25	Chairman	Business	11	43	m	5	54	4	15	18
27	Instructor	English	17	56	f	6	48	4	13	22
24	Instructor	Social Science	4	30	m	7	47	3	6	8
37	Instructor	Social Science	2	36	m	7	47	3	6	8
17	Director of Students	Psychology	2	37	m	9	42	3	11	22
28	Instructor	Business	3	32	f	9	42	4	6	18
38	Instructor	Business	10	33	m	11	38	3	8	16
21	President	Administration	7	46	m	12	37	2	11	22
4	Instructor	Business	1	26	m	13	36	3	6	16
41	Instructor	English	4	29	m	13	36	3	8	17
36	Instructor	Physical Education	12	45	m	15	35	3	10	16
31	Chairman	Biology	11	54	m	16	34	3	11	16
20	Instructor	Mathematics	7	29	m	17	33	3	9	15
40	Instructor	Business	5	38	m	18	26	2	7	16
10	Instructor	Physical Education	2	40	m	19	25	2	4	10
30	Chairman	Industrial Education	1	29	m	20	24	1	9	15
13	Instructor	Chemistry	17	49	m	20	24	1	9	15
18	Assistant Director	Guidance	2	36	f	22	22	2	5	13
22	Librarian	Library	8	37	m	23	20	2	5	14
34	Instructor	Biology	2	33	m	24	18	2	4	12
12	Instructor	Biology	8	51	f	24	18	2	4	12
6	Instructor	Physical Education	5	37	m	26	17	2	4	11
33	Instructor	Mathematics	2	32	m	27	12	1	3	[illegible]
19	Instructor	English	2	46	f	28	10	1	3	8
14	Instructor	Business	2	35	f	28	10	1	4	6
2	Librarian	Library	2	55	f	28	10	2	3	6
1	Instructor	Journalism	16	47	f	31	9	2	3	5
5	Instructor	Language	17	53	f	32	8	2	3	4
11	Chairman	English	16	63	m	33	4	2	1	2
8	Instructor	English	4	28	m	34	2	1	2	1
23	Instructor	English	1	24	m	34	2	1	2	1
16	Business Manager	Administration	15	55	f	0	0	0	0	0
7	Secretary	Administration	16	37	f	0	0	0	0	0
29	Instructor	Agriculture	6	33	m	0	0	0	0	0
39	Instructor	Science	5	35	m	0	0	0	0	0
26	Secretary	Administration	4	25	f	0	0	0	0	0
35	Secretary	Administration	4	28	f	0	0	0	0	0
42	Board Member					0	0	0	0	0
43	Board Member					0	0	0	0	0
44	Board Member					0	0	0	0	0
45	Board Member					0	0	0	0	0
46	Board Member					0	0	0	0	0
47	Board Member					0	0	0	0	0
48	Board Member					0	0	0	0	0

There were 3 of the 12 professional personnel who had 10 or more years service in the first quarter, and 3 in the last. Of the 12 professionals who had been with the college less than 3 years, 5 were in the first quarter, and one was in the last.

The subgroups.--There were 2 major flows of communications in College 14. Of the 41 members, 22 were in one of the flows. Flow 1 contained 12 members, including: (1) the 5 social science instructors; (2) 2 instructors of English (19 and 27); (3) 2 physical education instructors (10 and 6); (4) a mathematics instructor (33); (5) the President; and (6) the Dean. The Dean was the central person in this flow of communications, followed by member 10, a physical education instructor, and member 33, a mathematics instructor. This flow contained 7 persons who were in the top quarter in communications. Aside from the President and the Dean, Flow 1 was made up entirely of instructors. Within Flow 1 there was a subgroup. It was made up of all of the social science instructors.

Flow 2, contained 10 members; it included: (1) the President; (2) the Director of Student Activities; (3) 3 department chairmen (industrial education, business, and science); and (4) 5 instructors. This flow was more highly developed than Flow 1, and it was connected to Flow 1 by the President and member 27, an English instructor. The President and the Director of Student Activities were the central persons in this flow. Two of the members of this flow (the President and member 27) were in the top quarter in communications; seven others were in the second quarter. The least experience at the college of any of the instructors in Flow 2 was 7 years. The others had 10, 12, 17, and 18 years. This flow appeared to be made up of veteran instructors and administrators. It is of interest to note that the Dean, despite his high communications weights, was not highly related to this group.

Information on the curriculum appeared to move well through two major flows of communications. There were no subgroups which were clearly distinguishable except that of the Social Science Department, which fell wholly within Flow 1.

The Reliance Dimension

The reliance links.--There were 113 primary reliance links, an average of 1.3 for each of the 48 members (including the Board).

The Dean had by far the greatest number of links with 22. Member 27, an instructor in the English Department, who was a 17 year veteran of the college, was second with a primary scope of 9. There were 13 other members with primary scopes of 3 or more. There were 13 members upon whom no member relied; these included the 7 members of the Board.

The reliance weights and scopes.--The reliance weights and ranks; the primary, secondary, and tertiary scopes; and personal factors concerning the members are presented in Table 17.

As in the communications dimension, the network of reliance in College 14 was very well developed. The first 28 members had more than half of the members (23) in their tertiary scopes, while the largest tertiary scope was 33. The 10 top members had weights of 142, and tertiary scopes of either 32 or 33. The Dean, although ranked eleventh with a weight of 138 and a tertiary scope of 32, appeared to be the key member. All of those in the top ten were relied on by the Dean, and it is through him that their high

TABLE 17. THE RELIANCE WEIGHTS AND RANKS; THE PRIMARY, SECONDARY, AND TERTIARY RELIANCE SCOPES; AND PERSONAL FACTORS CONCERNING THE MEMBERS OF THE COLLEGE 14 SYSTEM

Member	Position	Department	Years at College	Age	Sex	Rank	Weight	Scope		
								1	2	3
38	Instructor	Business	10	33	m	1	142	2	25	32
11	Chairman	English	16	63	m	2	142	5	28	32
13	Instructor	Chemistry	17	49	m	2	142	6	27	33
17	Director of Students	Psychology	2	37	m	2	142	5	25	33
20	Instructor	Mathematics	7	29	m	2	142	4	23	32
25	Chairman	Business	11	43	m	2	142	6	24	33
27	Instructor	English	17	56	f	2	142	9	26	32
30	Chairman	Industrial Education	1	29	m	2	142	2	23	33
36	Instructor	Physical Education	12	45	m	2	142	4	25	33
5	Instructor	Language	17	53	f	2	142	4	25	33
15	Dean	Administration	17	53	m	11	138	22	27	32
23	Instructor	English	1	24	m	12	127	2	12	29
19	Instructor	English	2	46	f	12	127	5	13	28
8	Instructor	English	4	28	m	12	127	1	5	28
41	Instructor	English	4	29	m	12	127	6	14	28
31	Chairman	Biology	11	54	m	16	123	3	24	30
21	President	Administration	7	46	m	17	121	3	23	29
32	Instructor	Social Science	3	42	m	18	114	4	23	27
22	Librarian	Library	8	37	m	18	114	1	22	27
18	Assistant Director	Guidance	2	36	f	20	112	4	7	25
12	Instructor	Biology	8	51	f	20	112	2	4	26
37	Instructor	Social Science	2	36	m	22	108	2	6	26
3	Instructor	Social Science	2	28	m	22	108	3	5	25
24	Instructor	Social Science	4	30	m	22	108	2	5	24
28	Instructor	Business	3	32	f	25	105	2	6	24
33	Instructor	Mathematics	2	32	m	26	103	1	4	23
34	Instructor	Biology	2	33	m	27	86	1	3	24
9	Instructor	Social Science	3	26	m	28	83	1	4	23
16	Business Manager	Administration	15	55	f	29	71	3	3	12
14	Instructor	Business	2	35	f	30	36	1	2	6
2	Librarian	Library	2	55	f	0	0	0	0	0
6	Instructor	Physical Education	5	37	m	0	0	0	0	0
7	Secretary	Administration	16	37	f	0	0	1	0	0
26	Secretary	Administration	4	25	f	0	0	1	0	1
35	Secretary	Administration	4	28	f	0	0	1	0	0
1	Instructor	Journalism	16	47	f	0	0	1	0	0
4	Instructor	Business	1	26	m	0	0	0	0	0
29	Instructor	Agriculture	6	33	m	0	0	0	0	0
39	Instructor	Science	5	35	m	0	0	0	0	0
40	Instructor	Business	5	38	m	0	0	0	0	0
10	Instructor	Physical Education	2	40	m	0	0	1	0	1
42	Board Member					0	0	0	0	0
43	Board Member					0	0	0	0	0
44	Board Member					0	0	0	0	0
45	Board Member					0	0	0	0	0
46	Board Member					0	0	0	0	0
47	Board Member					0	0	0	0	0
48	Board Member					0	0	0	0	0

weights and scopes developed. He was not first, simply because he could not be listed in his own scope.

The members of the Social Science Department, who ranked so high on communications, were highly related to each other, but were ranked in the middle because of only secondary links with the Dean. The English Department also had high relationships within their department and all 6 members were in the first quarter.

There were 3 administrators whose duties did not involve the curriculum: (1) the President, ranked in the second quarter; (2) the Business Manager, ranked in the third quarter; and (3) the Director of Student Personnel, ranked in the first quarter. There were 4 department chairmen, of whom 3 (business, English, and industrial education) were in the first quarter; the Chairman of the Science Department was in the second quarter. Of the 33 instructors, 6 were in the first quarter and 7 were in the last. Both secretaries were in the last quarter.

There were 12 professionals with more than 10 years at the college; 8 were in the first quarter, and 2 were in the last. Of the 12 professionals with less than 3 years service, 2 were in the first quarter and 3 were in the last.

The Attributed Influence Dimension

The attributed influence weights and personal factors concerning the members are presented in Table 18.

There were 130 nominations of attributed influence, an average of 3.2 per member. The Dean had by far the highest weight with 29, indicating that more than 70 per cent of the members had nominated him. The next 2 members, the Director of Student Activities and the Chairman of the Business Department, had weights of 12, indicating that more than one-fourth of the members had nominated them. The President, the Chairman of the English Department, and member 13 (a science instructor) had 10 nominations each. There were 7 other members who had 4 or more nominations. The Board members and 20 members of the system did not receive any nominations.

All 3 administrators whose duties did not involve the curriculum were in the top quarter. Of the 4 department chairmen, 3 (business, English, and science) were in the first quarter; the Chairman of the Industrial Education Department was in the second quarter. There were 33 instructors; 7 were in the first quarter, and 16, or almost 50 per cent, were not nominated by any member. Neither secretary received any nominations.

There were 10 of the 12 professionals who had been with the college for more than 10 years in the first quarter; 2 received no nominations. Of the 12 professionals in their first 3 years at the college, 2 were in the first quarter and 10 did not receive any nominations.

The Influentials

Figure 12 depicts all of the members of the system, located by position. In addition, the most influential members in each dimension are shown.

The influence development in College 14 was very even. The influence structure was well integrated. It is noted that the college was undergoing preparations for an avaluation (under the direction of a consultant); this could have affected the development of the influence structure.

The Dean, a 53 year old man with 17 years of service, ranked first in attributed influence (with a weight of 29) and in communications (with a weight of 116).

TABLE 18. THE ATTRIBUTED INFLUENCE WEIGHTS AND RANKS; AND PERSONAL FACTORS CONCERNING THE MEMBERS OF THE COLLEGE 14 SYSTEM

Member	Position	Department	Years at College	Age	Sex	Rank	Weight
15	Dean	Administration	17	53	m	1	29
17	Director of Students	Psychology	2	37	m	2	12
25	Chairman	Business	11	43	m	2	12
13	Instructor	Chemistry	17	49	m	4	10
21	President	Administration	7	46	m	4	10
11	Chairman	English	16	63	m	4	10
20	Instructor	Mathematics	7	29	m	7	9
27	Instructor	English	17	56	f	8	8
31	Chairman	Biology	11	54	m	8	8
32	Instructor	Social Science	3	42	m	8	8
36	Instructor	Physical Education	12	45	m	11	5
5	Instructor	Language	17	53	f	12	4
16	Business Manager	Administration	15	55	f	12	4
38	Instructor	Business	10	33	m	12	4
29	Instructor	Agriculture	6	33	m	15	1
30	Chairman	Industrial Education	1	29	m	15	1
22	Librarian	Library	8	37	m	15	1
23	Instructor	English	1	24	m	15	1
18	Assistant Director	Guidance	2	36	f	15	1
19	Instructor	English	2	46	f	15	1
41	Instructor	English	4	29	m	15	1
2	Librarian	Library	2	55	f	0	0
12	Instructor	Biology	8	51	f	0	0
24	Instructor	Social Science	4	30	m	0	0
3	Instructor	Social Science	2	28	m	0	0
26	Secretary	Administration	4	25	f	0	0
14	Instructor	Business	2	35	f	0	0
28	Instructor	Business	3	32	f	0	0
4	Instructor	Business	1	26	m	0	0
1	Instructor	Journalism	16	47	f	0	0
6	Instructor	Physical Education	5	37	m	0	0
7	Secretary	Administration	16	37	f	0	0
33	Instructor	Mathematics	2	32	m	0	0
34	Instructor	Biology	2	33	m	0	0
35	Secretary	Administration	4	28	f	0	0
8	Instructor	English	4	28	m	0	0
37	Instructor	Social Science	2	36	m	0	0
9	Instructor	Social Science	3	26	m	0	0
39	Instructor	Science	5	35	m	0	0
40	Instructor	Business	5	38	m	0	0
10	Instructor	Physical Education	2	40	m	0	0
42	Board Member					0	0
43	Board Member					0	0
44	Board Member					0	0
45	Board Member					0	0
46	Board Member					0	0
47	Board Member					0	0
48	Board Member					0	0

Although ranked eleventh in reliance, his weight of 138 was only 4 off of the first ranking and his primary scope (22) was more than double any other member. In addition, every member in the top 10 was relied on by him. Thus, he was the key figure in reliance.

The Dean was the central person in Flow 1, which had 22 members, including the President (low integration) and 20 instructors.

The Chairman of the Business Department was a 43 year old man who had been at the college for 11 years. He was second in reliance, third in attributed influence, and fifth in communications. He was in Flow 2.

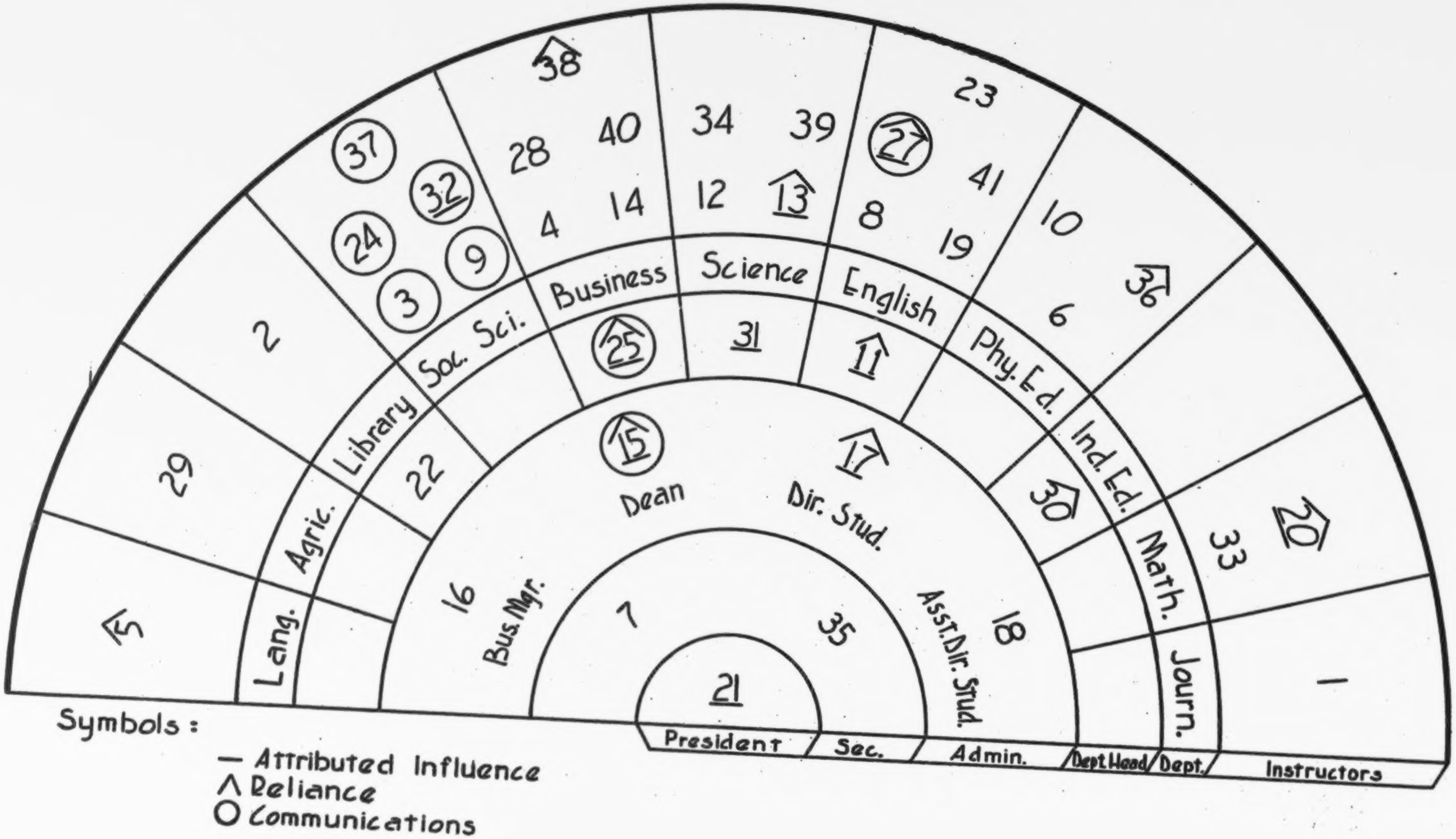
Member 27, a 56 year old female English instructor with 17 years service, was another key person. She was fourth in attributed influence, second in reliance, and sicth in communications. Most impostant, she and the President were the links between the flow of communications.

The Director of Student Personnel was second in attributed influence, second in reliance, and ninth in communications. He was highly related to the President, and a key figure in Flow 2.

The Business Manager, a 55 year old woman who had served at the college for 15 years, was low in reliance and communications, but second in attributed influence.

FIGURE 12

THE STAFF OF COLLEGE 14 BY POSITION, AND
THE INFLUENTIALS IN EACH DIMENSION


President
Sec.
Admin.
Dept.Head
Dept.
Instructors
21
7
35
Bus. Mgr.
16
Dean
15
Dir. Stud.
17
Asst. Dir. Stud.
18
Lang.
Agric.
Library
Soc. Sci.
Business
Science
English
Phy. Ed.
Ind. Ed.
Math.
Journ.
22
25
31
11
30
5
29
2
37
24
32
3
9
38
28
40
4
14
34
39
12
13
27
23
41
8
19
10
6
36
33
20
1
Symbols:
— Attributed Influence
Λ Reliance
O Communications

CHAPTER IV

SUMMARY AND CONCLUSIONS

The major findings of the study are presented in this chapter. Each question is discussed and evaluated along with conclusions which are not related to the questions.

The major purpose of this study was twofold:

1. To develop an operational design for the analysis of influence structures.
2. To utilize this design in order to analyze the influence structures in curriculum matters of six Southwestern junior colleges.

Question 1

Question 1 was stated as follows: Can this method of analysis provide a useful way to study and better understand the relationship of the influence structure and curriculum matters in junior colleges?

The sample which was used to test this question was made up of six Southwestern junior colleges with a total of 304 staff members. The smallest college had a staff of 34 and the largest had a staff of 68. Although this does not include the smallest or the largest junior colleges, a substantial proportion of the nation's junior colleges fall within this range. All of the colleges were public; four had independent Boards and two were organized as part of the public school system. Thus, the two major administrative forms were represented.

The design for analysis of the influence structures had four dimensions. They were:

1. The Authority Dimension
2. The Communications Dimension

3. The Reliance Dimension
4. The Attributed Influence Dimension

The use of position in assaying influence appeared to be necessary. The results of the development of the other dimensions could often be explained by examination of the formal organization. As an example, the six deans in the study were among the 22 persons whose influence was considered to be very high. The general high influence of department heads and the high rankings of some administrators whose duties did not involve the curriculum could also be explained by appeal to the authority dimension. Some persons believe that studies of influence are studies of the informal organization, and that such studies do not need to consider authority. The conclusion reached in this study was that a member's position affects his interactions with other members and his perceptions of them, and conversely their interactions with and perceptions of him; therefore, it is necessary to consider authority in an analysis of influence structures. The authority dimension was particularly helpful as a referent against which the other dimensions were expressed.

An important shortcoming in the authority dimension as used in this study was the lack of a clear understanding of the authority position of department heads. It would be advisable in the future use of this method to devise a quantitative rating of the authority of department heads. There was a substantial difference in the power vested in the department heads in different colleges. These differences could be important in the influence structure.

The communications dimension distinguished those in stitutions which had good communications development and those which had poor development. The individuals who were most important in the communications networks and the make-up of the networks were shown. These data seemed to agree with observations of these colleges and with other factors which were known concerning the institutions. An example is the case of the Dean of College 13 who was shown to be the key figure in a highly developed communications network. He had just finished working with the faculty (by departments) in the revision of all of the courses of study. This highly organized long-term project would be expected to build up a highly integrated communications structure with the Dean in the central position.

The method of developing this dimension allowed the authors to analyze the degree of relationship of any two members, the members who fell within any scope of any other members, and the importance of any member in the communications network. The subgroup analysis distinguished the major flows of communications and the subgroups within a college. Often the facts that were available explained these developments. There were numerous examples of subgroups that were all of one sex, similar in age, similar in experience, or from the same department.

The conclusions reached in this study were that the communications dimension was the heart of the design, and that it issued a remarkable amount of useful information. The use of factor analysis for subgroup and communications flow detection appeared to have considerable potential. It is particularly well suited for working with large groups, where other techniques are too cumbersome.

The following shortcomings in the communications dimension were observed:

1. While the weighting system was effective, it seemed that it could be improved by adding the column totals for any member in the reciprocated matrix, plus that in the squared matrix multiplied by 1/2, plus that in the cubed matrix multiplied by 1/4. This would have the effect of valuing a communications by one power higher for each step closer to the primary link. The remaining elements in the weighting method would remain unchanged.
2. Members who have relationships over a wide scope are difficult to detect as subgroup members, even when highly integrated into the subgroup. This is a function of the consideration of all relationships in factor analysis. If a method were developed which, after determining a subgroup, would then consider only relationships to the members of that subgroup, the members who had wide scopes yet who were highly related to that subgroup could be detected. The members who connect subgroups would then rank high in more than one of them.

The reliance dimension showed the reliance scopes of the members. It gave some indication of which members others would rely on. It was particularly useful when used in conjunction with the communications dimension, as it indicated some persons who were well integrated in communications but who would not be relied on by other members. It showed those individuals who were relied on by only a few members, but who were influential because of _who those members were_. An example is the secretary who was relied on only by the Dean, but who was relatively high in influence as the Dean was a key member.

This dimension, which considers expertness and approachability, was useful in analyzing the influence structure. The weighting system needed some adjustment. The system did distinguish those persons who were influential because of a reliance link with a few influentials. However, the system tended to place the most influential member below those on whom he relied. This was due to the subweight substitution method, which is still considered to be basically sound by the author. The problem can be solved by adding each member's own subweight to his total. This would have the effect of allowing a bonus for primary links, while not losing the advantage of pointing out those persons with a few important reliance links.

The attributed influence dimension offered an indication of the perceptions of influence by the members of the system. Although it nearly paralleled the authority dimension, there was sufficient deviation from that to warrant the use of this dimension. An example was the case of the staff member who was the wife of an important administrator; she was high only in this dimension. This was an indication that the members believed that she influenced her husband, even though he did not indicate reliance on her. It was also valuable to see which members attributed influence to another member, as in the case of the President who was only attributed influence by members who appeared to be "out of things" themselves. It was useful to find to which of their members the members of a subgroup attributed influence. The weighting method was simple and satisfactory.

It was the conclusion of this study that the design had been successful in describing the influence structures of the six participating junior colleges. There appeared to be no reason why it could not be applied in any educational institution. The use of this design for the study of noneducational groups seems feasible with slight modification of the instrument.

Question 2

Question 2 was stated as follows: Will a member's position in the formal organization be a factor in determining his influence upon the curriculum?

Table 19 shows the number of administrators whose duties involved the curriculum, administrators whose duties did not involve the curriculum, department chairmen, instructors, and clerical personnel who were high or low in each dimension. The highs were in the first quarter in their colleges, while the lows were either in the fourth quarter, or, in two cases where more than one-fourth had no weight, they had no weight.

Question 2a

Question 2a was stated as follows: Will department chairmen and academic deans be the most influential members in curriculum matters?

Of the 22 most influential persons, six were academic deans, and six were department chairmen. In five of the six colleges the deans rated first in influence; a department chairman was highest in the other college. There were 29 department chairmen; approximately half of them were high in each dimension, with 19 high in attributed influence, 17 in reliance, and 14 in communications. However, in six instances they were low; three in attributed influence, two in reliance, and one in communications.

It was concluded that the academic deans were the

TABLE 19 THE NUMBER OF ADMINISTRATORS WHOSE DUTIES INVOLVED THE CURRICULUM, ADMINISTRATORS WHOSE DUTIES DID NOT INVOLVE THE CURRICULUM, DEPARTMENT CHAIRMEN, INSTRUCTORS, AND CLERICAL PERSONNEL WHO WERE HIGH OR LOW IN EACH DIMENSION

POSITION	HIGH			LOW			TOTAL
	COMM.	RELI.	ATTR.	COMM.	RELI.	ATTR.	
ADMINISTRATION (Curr. Involved)	9	9	12	0	4	1	14
ADMINISTRATION (No-Curr.)	5	4	10	13	3	9	19
DEPT. CHAIRMEN	14	17	19	1	2	3	29
INSTRUCTORS	47	48	34	45	43	93	210
CLERICAL	0	0	0	28	12	15	32
TOTAL	75	78	75	87	64	121	

most influential members, and that the department chairmen tended to be high (approximately twice the proportional number of highs), but that this would not be true of a substantial number of them.

Question 2b

Question 2b was stated as follows: Will presidents be high influentials in curriculum matters?

Of the 22 most influential members, only one was a president. They tended to high in attributed influence and in the second quarter in reliance and communications. This was true even in the case of the presidents who indicated that they felt free to work with curriculum matters. It was the feeling of the authors that duties involving finance and the community did not allow the presidents time for curriculum matters.

Question 2c

Question 2c was stated as follows: Will all administrators be high influentials in curriculum matters.

There were 19 administrators whose duties did not involve the curriculum. Of these, five (which is more than three times the statistically predictable number) were among the 22 most influential persons.

In communications, five were high and 13 were low. In reliance, four were high and three were low. In attributed influence, ten were high and none were low. It is interesting to note that in communications 18 were either high or low and in attributed influence all 19 were either high or low.

The conclusion reached was that a small number of the administrators whose duties did not involve the curriculum would tend to be very high and that the others would be low. In other words, those who became involved in curricular affairs would tend to be high, while many would not become involved at all.

Question 2d

Question 2d was stated as follows: Will clerical personnel be influential in curriculum matters?

Question 2d was accepted as verified, with a note of mild caution. There were 32 clerical personnel; none were in the first quarter in any dimension. There were 28 who were low in communications, twelve who were low in reliance, and 15 who were low in attributed influence. Virtually all of the clerical personnel were low or in the third quarter in all dimensions. However, it should be mentioned that several clerical personnel were in the second quarter. It appears that a strong individual in a clerical position could become influential, although the data indicate that it is unlikely.

Question 3

Question 3 was stated as follows: Will members employed three years or less be influentials?

Table 20 shows the number of members with more than ten or less than three years of service at the college who were high or low in each dimension.

TABLE 20. THE NUMBER OF MEMBERS WITH MORE THAN 10 OR LESS THAN 3 YEARS SERVICE AT THE COLLEGE WHO WERE HIGH OR LOW IN EACH DIMENSION

Service	Communications		Reliance		Attrib. Inf.		Total
	High	Low	High	Low	High	Low	
More than 10 years	31	22	33	20	35	15	81
Less than 3 years	13	16	17	13	15	39	57

There was one member with only two years service among the 22 most influential. There were 19 of the 22 most influentials who has been at their colleges for more than ten years. In reliance, there were 17, slightly more than could be statistically predicted, in the first quarter who had less than three years of service. In attributed influence, 39 were low, but 15 were high. In communications, 13 were high and 16 were low.

It was concluded that years of service was a factor in influence, but not so much as one might suspect. It was more of a factor in the most influentials, who tended strongly to be veterans. It tended, to be a small factor in reliance, where those with less than three years service were well distributed. In attributed influence, years of service was a big factor.

Question 4

Question 4 was stated as follows: Will there be a single major flow of communications on curriculum matters in each college?

Of the six colleges, four had a single main flow of communications. There was one of these four which was so small as to appear more than a subgroup than a main flow. Of the other two colleges, one had no main flow, and one had two main flows. The patterns in each of the colleges were so different that it was concluded that the only generalization which could be made was that there was a tendency for subgroups to follow a departmental development.

Other Conclusions

Any member of the staff who comes in contact with members who are high influentials is potentially influential. This was illustrated by two secretaries who were moderately high, and several administrators whose duties did not involve the curriculum who were very high. The best example of the latter is the case of the Director of Maintenance of College 6 who was at approximately the 75th percentile in the three dimensions; he reported to the Superintendent and should have had no involvement in curricular affairs.

Patterns of influence will vary widely among colleges depending on the individuals on the staff. Hence, few generalizations about expected patterns can be made.

The authors suspect that planned group work involving the staff increases the density of the influence structure and increases communications. This should tend to bring about more unity in working toward the goals of the college. The evidence which gave rise to this suspicion was the data from the two colleges in which such planned group work was underway. These colleges had strong networks in reliance and communications, and a well-developed influence structure.

Staff members with many years of service tend to be either high or low. They appear to be either influential or to be out of the structure completely. There were over 65 per cent of those with more than ten years service who were high or low in communications and reliance, and over 70 per cent who were high or low in attributed influence. Few were near the median, and many of those who were got their values from other veteran members. Of the 22 most influential, 19 had been with their colleges for more than ten years; 11 for more than fifteen years.

The data suggest that, counter to a common assumption, the integration of the staff members into the influence structure (communications in particular) was not an inverse function of size; size and integration were not related.

APPENDIX

DO NOT WRITE IN THIS BOX

Res. No. __________ College No. ________ Name of College ______________

Please fill in this personal information

Marital Status ________ Sex _______ Date of Birth __________ Date __________

Academic Status ______________________ Rank (if any) ____________________

Department _______________________ Years at this college ______________

Position ____

Years of teaching experience:

Grades 1-12 ____ 2-yr. college ____ 4-yr. college _____ Other _____ Total ___

INTRODUCTION: This college is one of fifteen selected to take part in a joint research project sponsored by the University of Texas and the W. K. Kellogg Foundation. The general areas being investigated are administrative structure, influences on curriculum, communications networks, and morale.

The team wishes to express appreciation for your cooperation in helping secure information which we believe will add significant knowledge to the field of education.

The results will be coded. Each individual will remain anonymous. Data on individuals will not be available to the administration of this college.

DIRECTIONS: In this booklet you will find two lists. The list entitled *List of Personnel* is to be used in answering question in Parts I and II. The list entitled *List of Sources for Change* is to be used in answering questions in Part II.

The validity of the conclusions which can be drawn is contingent upon the accuracy of your responses. Base responses on your experiences and your perceptions of situations.

Be sure to read the directions for each part carefully before answering the questions.

The interviewer will answer any questions which you may have concerning definitions of terms or phrasing of sentences.

Proceed with the Questionnaire.

USE WITH PARTS I AND II FICTITIOUS

LIST OF PERSONNEL

1. Atkinson, James
2. Beazley, Eva
3. Boehm, Henry
4. Buratti, David
5. Byrd, Nathan
6. Burgess, Martha
7. Crawford, B. C.
8. Dietrich, Wilfred
9. Dodd, Howard
10. Dreyer, Leroy
11. Ehlert, Irene
12. Ham, Bob
13. Hamblen, Clara
14. Harrison, Emory
15. Kieke, Larry
16. Klussmann, Wallace
17. Lauderdale, J. C.
18. McGregor, O. E.
19. McLaughlin, John
20. Maxey, Leonard
21. Milulin, Eleanor
22. Mittelstaedt, Margaret
23. Noel, Margie
24. Pater, J. P.
25. Perry, William
26. Schroeder, Betty
27. Schwartz, Walter
28. Slaten, Charles
29. Tottenham, E. P.
30. Smith, Judy
31. Wilkening, Martha
32. Williams, Gerald
33. Weiss, August
34. Wine, Lucy
35. Appel, Robert
36. Fuchs, R. A.
37. Holleman, M. B.
38. Lockett, Reese
39. Matthews, Harvey
40. Tomachefsky, Odis
41. Winkelmann, Arnold

PART I

Directions: In answering the questions in Part I, choose as few or as many names as you feel are necessary to reply fully. Make all selections from the LIST OF PERSONNEL. After each question circle the number which corresponds to your choices. If you can not make any choice circle "none."

A. During the course of a typical college week, on or off the campus, with which individuals do you discuss general college matters (faculty personnel practices, college finance, curricular and instructional matters, or student personnel practices)?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41
42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79
80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98
99 100 101 102 103 104 105 106 107 108 109 110 111 112
113 114 115 116 117 118 119 120 121 122 123 124 125 216
127 128 129 130 131 132 133 134 135 136 137 138 139 140
141 142 143 144 145 146 147 148 419 150 none

B. Indicate the individuals from whom you seek advice on matters of college practices.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41
42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79
80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98
99 100 101 102 103 104 105 106 107 108 109 110 111 112
113 114 115 116 117 118 119 120 121 122 123 124 125 126
127 128 129 130 131 132 133 134 135 136 137 138 139 140
141 142 143 144 145 146 147 148 149 150 none

C. Which individuals are most effective in bringing about changes in general college practices?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41
42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79
80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98
99 100 101 102 103 104 105 106 107 108 109 110 111 112
113 114 115 116 117 118 119 120 121 122 123 124 125 126
127 128 129 130 131 132 133 134 135 136 137 138 139 140
141 142 143 144 145 146 147 148 149 150 none

CONCERNING CURRICULUM

D. During the course of a typical college week, on or off the campus, with which individuals do you discuss any curricular matters (anything about the subjects that you or your colleagues teach: subject matter, syllabi, courses offered, or curriculums offered)?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41
42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79
80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98
99 100 101 102 103 104 105 106 107 108 109 110 111 112
113 114 115 116 117 118 119 120 121 122 123 124 125 126
127 128 129 130 131 132 133 134 135 136 137 138 139 140
141 142 143 144 145 146 147 148 149 150 none

E. You wish to revise the content of a course which you are teaching. Which individual (s) might you rely on for some helpful ideas?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41
42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79
80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98
99 100 101 102 103 104 105 106 107 108 109 110 111 112
113 114 115 116 117 118 119 120 121 122 123 124 125 126
127 128 129 130 131 132 133 134 135 136 137 138 139 140
141 142 143 144 145 146 147 148 149 150 none

F. Which individuals are most effective in bringing about additions, deletions, or revisions in the curriculum?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41
42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79
80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98
99 100 101 102 103 104 105 106 107 108 109 110 111 112
113 114 115 116 117 118 119 120 121 122 123 124 125 126
127 128 129 130 131 132 133 134 135 136 137 138 139 140
141 142 143 144 145 146 147 148 149 150 none

USE WITH PART II

LIST OF SOURCES FOR CHANGE

A. Federal government and agencies
B. State government and agencies
C. State Department of Education
D. Accrediting agencies (state and regional)

E. The Board (Trustees, Education, or Directors) of this college
F. Advisory boards of the college, departments, or curriculums
G. Administration of this college
H. Faculty of this college
I. Students of this college
J. Donors to this college

K. County Board of Education
L. Public school personnel and officials
M. Two-year colleges and their faculties
N. Four-year colleges and Universities and their faculties

O. County government and agencies
P. City government and agencies
Q. Chamber of Commerce
R. Taxpayers associations
S. Unorganized pressure groups in the community
T. Individuals in the community

U. Church or religious groups
V. Community service groups
W. Womens clubs
X. Press, radio, and television

Y. Business or commercial organizations
Z. Educational organizations (extra-legal)
AA. Professional organizations (non-educational)
BB. Fraternal organizations
CC. Labor organizations
DD. Veterans organizations
EE. Farm organizations
FF. "Patriotic organizations"
GG. Other (Please write in)

PART II

Directions: In this section you are asked to recall recent changes in the curriculum (with which you are familiar), and to indicate the sources of these changes (the source of a change, an addition, a deletion, or a revision, is defined as the group(s) or agency(ies) that brought to attention the need for the change, addition, deletion, or revision at this college--whether by compelling action, by request, by suggestion, by supplying information, or by example).

In selecting sources use the LIST OF SOURCES FOR CHANGE and circle the letters which correspond to your selections. In selecting individuals most responsible for bringing about a change use the LIST OF PERSONNEL and circle the numbers which correspond to your selections. Be sure to include yourself when applicable.

Reflect on the changes in question and respond in light to your recollections.

A. Have any courses been added or deleted in your department during the 1961-62 or 62-63 college year?

Yes ________ No ________

If your answer was "yes":

1. Circle the letters of the sources for the deletion or additions of any of these courses.

A B C D E F G H I J K L M N O P Q R S T U V W

X Y Z AA BB CC DD EE FF GG none I do not recall

2. Circle the numbers of those individuals, directly connected with the college, who were most responsible for bringing about the addition or deletion of any of these courses.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41
42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79
80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98
99 100 101 102 103 104 105 106 107 108 109 110 111 112
113 114 115 116 117 118 119 120 121 122 123 124 125 126
127 128 129 130 131 132 133 134 135 136 137 138 139 140
141 142 143 144 145 146 147 148 149 150 none I do not recall

B. Have any curriculums (problems leading to a degree or to certificates for completion of a program of courses) been added or deleted in the college during the 1961-62 or 1962-63 college years?

Yes ________ No _______

If your answer was "yes":

1. Circle the letters of the sources for the additions or deletions of these curriculums.

A B C D E F G H I J K L M N O P Q R S T U V W X
Y Z AA BB CC DD EE FF GG none I do not recall

2.. Circle the number of those individuals, directly connected with the college, who were most responsible for bringing about the additions or deletions of any of these curriculums.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41
42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79
80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98
99 100 101 102 103 104 105 106 107 108 109 110 111 112
113 114 115 116 117 118 119 120 121 122 123 124 125 126
127 128 129 130 131 132 133 134 135 136 137 138 139 140
141 142 143 144 145 146 147 148 149 150 none I do not recall

C. Have any courses of study (sometimes called syllabi) been revised in your department during the 1961-62 or 62-63 school years?

Yes ________ No _______

If your answer was "yes":

1. Circle the letters of the sources for the revision of any of these courses of study.

A B C D E F G H I J K L M N O P Q R S T U V W X

Y Z AA BB CC DD EE FF GG none I do not recall

2. Circle the numbers of those individuals, directly connected with the college, who were most responsible for the revision of any of these courses of study.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41
42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79
80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98
99 100 101 102 103 104 105 106 107 108 109 110 111 112
113 114 115 116 117 118 119 120 121 122 123 124 125 126
127 128 129 130 131 132 133 134 135 136 137 138 139 140
141 142 143 144 145 146 147 148 149 150 none

D. Concerning the content of courses, circle the letters (from the LIST OF SOURCES FOR CHANGE) of those groups or agencies which are an important influence on you.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

AA BB CC DD EE FF GG none

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